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ABSTRACT

The document describes the Pediatric Language Institutes' program to develop speech and language skills to preschool children with language deficits. Initial sections describe the program in terms of assessment of children's skills, the daily schedule, design of classrooms, lesson presentation, incidental teaching, and behavior management. The bulk of the report contains units on the family (self and senses, family members); home (rooms, chores, food); community helpers; and animals (farm and farm animals, pets, zoo and zoo animals). Outlined for activities within each topic are the skill area involved, language emphasis, procedure, and materials. Vocabulary words relating to each topic are also listed. Appended are a pediatric language laboratory progress chart, a hierarchy for teaching basic vocabulary, a hierarchy for teaching colors, a hierarchy for teaching prepositions, a hierarchy for teaching body parts, and a hierarchy for teaching action verbs. (SBH)

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A CURRICULUM GUIDE FOR DEVELOPING COMMUNICATION SKILLS IN THE PRESCHOOL CHILD

PEDIATRIC LANGUAGE PROGRAMS

PEDIATRIC LANGUAGE INSTITUTES-
A TRAINING PROGRAM FOR DAY CARE PERSONNEL

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INTRODUCTION

The Pediatric Language Institutes (PLI) is part of the Pediatric Language Programs of the Department of Audiology and Speech Pathology, University of Tennessee, Knoxville. Other components of the program are the Pediatric Language Laboratory, a day care center for high-risk children, ages one through three, and the Pediatric Language Clinic, an outreach program serving communicatively handicapped children. The programs are funded in part by Title XX, Department of Human Services, and the University of Tennessee of Knoxville.

The importance of implementing communication skills in day care centers has been expressed in the literature. Neal (1972) stressed the importance of the child care personnel in that many times, as with lower socio-economic children, they may be the primary speech and language model. Weir and Eggleston (1975) and Elrado (1977) emphasized the importance of the caregivers learning to talk to and "with" the children. Taylor (1975) emphasized the need for teachers to learn to implement communication (language) skills within the educational system for preschool children. He challenged the educational system and stressed the need for incorporating language into the curriculum.

Because the curriculum at the preschool level strongly emphasizes the development of speech and language skills, speech-language pathologists have the responsibility to provide training in teaching communication skills to preschool educators. Speech-language pathologists must become pediatric language specialists. No longer is our primary job responsibility to treat children with language deficits. Our role has expanded to teaching. Teaching implies teaching normal preschool children emergent language skills as well as teaching language skills to children with different language patterns (dialectal differences). Speech-language pathologists must meet all the communicative needs of preschool children.

The Pediatric Language Institutes is a program for training day care teachers to teach communication skills more effectively. The PLI staff consists of speech-language pathologists and an early childhood educator. The program dynamics included presenting workshops, conducting follow-up visits, and compiling curriculum materials.

There are three day and one-half workshops held during the year in the fall, winter, and spring. Topics for the workshops include the following as well as others: developmental norms, problem identification and appropriate referrals, speech and language stimulation, assessment, appropriate teaching of language lessons, scheduling the day and arranging the room, behavior management, readiness skills and activities, etc.

Following the workshops, visits to the individual centers are conducted. The purpose of these visits is to implement, advise and/or critique the application of the techniques presented in the workshops. Training sessions also include mini-seminars on topics specific to each centers' needs.

The third program component involves the writing of a curriculum guide. The majority of the day care centers served by the PLI were attended by children from lower socio-economic homes. The activities in the curriculum guide can be modified to teach to the language/cognitive, motor (fine and/or gross) and readiness (reading, writing, and math) needs of this population of children ages three through five. The guide is written utilizing a unit approach. The unit approach is based on developing lessons to teach themes, such as animals, holidays, seasons, etc. This method is excellent for introducing new vocabulary. It also provides the teacher with new ideas for teaching readiness and motor skills via activities emphasizing a theme. It is hopeful that these activities will enhance language development by providing language-enriched experiences for our preschool children.

EVALUATION

Children proceed through developmental stages in acquiring speech and language skills, cognitive skills, socio-personal skills and fine and gross motor skills. The skills develop in an orderly fashion through inter-related avenues of learning.

Assessment of children's skills is the initial phase of curriculum planning in the preschool program. There is a need for preschool educators to provide evaluations for each child to determine his/her needs and to teach to those individual needs. Further, teacher accountability is measured by utilizing assessment techniques. If educators do not take the time to assess the skills of each child, there is a chance that the material presented will be either too difficult, resulting in failure for the child or too easy, resulting in wasted teaching time. At the preschool level, weaknesses in specific skill areas can be identified. Teaching to strengthen these weaknesses will hopefully enable the child to function on age level in all areas when he/she enters first grade.

In order to successfully individualize instruction for a child, adequate information is needed concerning the child's skills. There are commercial assessment kits available such as the LAP Diagnostic: Learning Accomplishment Profile Diagnostic Edition, the Portage Guide to the Preschool Curriculum, and the Brigance Diagnostic Inventory of Basic Skills. These tools are based on a developmental hierarchy.

Teachers can devise their own developmental checklist when commercial products are unavailable. Appendix A contains the Progress Chart prepared by the staff of the Pediatric Language Laboratory at the University of Tennessee.

Utilizing these checklists enables the teacher to know if the child is performing skills commensurate with his/her age. If he/she is below age level in one or more developmental areas, the teacher can plan activities in the daily curriculum to enhance the weaknesses of each individual child.

THE DAILY SCHEDULE: A PLAN OF ACTION

Daily scheduling is essential to an effective day care program. Reasons for scheduling the day include: (1) to provide continuity of [illegible]rning; (2) to allow for planning of activities to meet individual needs, as well as developmental needs; (3) to provide a balance between all areas of interest, i.e., reading readiness, arts and crafts, music, fine motor, gross motor; (4) to allow for coordination of staff members; and (5) to prevent inefficient use of materials.

The type of schedule utilized in a center depends on the following considerations: (1) the hours of operation of the center (e.g., half-day or full day); (2) the objectives of the schedule; (3) the facility (i.e., self-contained or shared with others); (4) the amount of room space and materials available; and (5) the number of staff members.

In large centers, it is helpful to assign particular lessons or activities to each staff person so they will know what they are responsible for when they arrive at the day care center. Usually the head teacher will be responsible for the bulk of activities but she/he should assign some of these to the aid or assistant teacher. These assignments should be posted on a bulletin board a week in advance if possible so that every staff person will know what their responsibilities will be.

The following questions should be considered by the teacher when planning a daily schedule:*

1. Have they scheduled the most demanding tasks early in the day when children are most alert?
2. Have they alternated teacher-directed activities with child-selected learning experiences?

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*From Brophy, Good, and Nedler, Teaching in the Preschool, Harper and Row, 1975.

3. Have they alternated activities demanding a high level of concentration with those demanding lesser concentration?
4. Have they rotated the children from large to small to individualized kinds of grouping situations?
5. Have they allowed enough time between planned activities for clean up, etc.?
6. Have they varied the number of adults who interact with the children during the day?
7. Have they used indoor and outdoor environments to the greatest advantage?

Another factor to include is transitions--how will the children move from one activity to another? Transition time is a good way to build enthusiasm and set the mood and tempo for the next activity. If the children have been active, the teachers can spend some time "in transition" and calm the children down so they are quiet and ready to receive instructions. The teacher may wish to "set the stage" for an upcoming activity by giving the children a hint about what is to occur (e.g., "Those children that can sit quietly during group time will get to see a special movie about Christmas!").

Smooth transitions come with planning and experience. Without them the children may wander aimlessly throughout the room, looking at materials and perhaps selecting something to play with when the teacher actually had another activity in mind. Time is then lost in trying to get the materials back on the shelf and the children back in a group. This problem can be eliminated if the teacher directs the children properly. Children should be told (1) where to go and (2) what to do once they are there (e.g., "Go to the table; sit down on the blue rug; find your nametag and sit as quiet as a mouse."). They should also be told what the next activity will be (e.g., "Wake up! It's time for group"; or "Put your carpet squares up and go wash your hands for snack."). If the schedule is followed as consistently as it should be, the children will soon be able to tell the teacher what comes next.

There are many ways to move children from one activity to the next. At large group they could be given tags or tickets to upcoming activities. This is a helpful way to group the children so that part are in music while others are having art or math readiness. Use your imagination to make transitions fun for all concerned.

A well-scheduled day begins with a friendly greeting for each child and ends with a discussion of the day's activities, as well as a preview of the next day's events. A good schedule meets the physical needs of the children, such as toileting and feeding. It provides a balance between active and passive activities, as well as a balance between individual activities, small group activities, and large group activities. A good schedule appropriately fits the philosophy of the program. It affords the children a feeling of security; however, it is flexible to allow for necessary changes when unexpected events occur.

The following schedules are examples of effective and weak schedules. Schedules one and two are weak due to the absence of structured teaching times, defined objectives for each period, periods of individual instruction, and poor planning of time; this results in periods that are too long or too short for the activities. Schedule three is an example of a well-planned full-day schedule, while schedule four is a well-planned half-day schedule.

Examples of Weak Schedules

Schedule 1

7:30-8:00	Arrival
8:00-8:30	Snack/Breakfast
8:30-10:00	Self-selected activities
10:00-10:30	Outdoor play
10:30-11:00	Group time--stories, songs
11:00-11:45	Lunch
11:45-1:45	Nap
1:45-2:15	Restroom, snack
2:15-3:00	Self-selected activities
3:00-3:45	Outdoor play

Schedule 2

7:30-8:30	Arrival
8:30-9:00	Breakfast
9:00-11:00	Sing, dance, stories, play
11:00-11:30	Lunch
11:30-2:00	Bathroom, nap
2:00-2:30	Wake-up
2:30-3:00	Snack
3:00-3:30	Clean up from snack, toileting
3:30-4:00	Free play
4:00-6:00	Go home

Examples of Effective Schedules

Schedule 3--Full day

8:00-9:15	Arrival, snack, child-initiated play
9:15-10:00	Language stimulation
10:00-10:30	Free choice
10:30-11:00	Cognition
11:00-11:30	Fine motor
11:30-12:00	Free play, toileting, prepare for lunch
12:00-12:45	Lunch
12:45-2:30	Nap
2:30-3:00	Wake-up, snack
3:00-3:45	Group games, gross motor, art, music

Schedule 4--Half day

8:00-8:30	Arrival, child-initiated play
8:30-9:00	Greet group, song, attendance, plan day with children
9:00-10:00	Activity centers
10:00-10:30	Music, art, rhythm activities
10:30-10:45	Toileting, snack
10:45-11:15	Group time: stories, auditory and visual exercises
11:15-11:45	Free play

A daily schedule is only worthwhile as long as it is effective. While consistency is important, children must also learn to adapt and change as life goes on. Occasionally review the schedule and be willing to change if necessary. Introduce changes slowly and inform the children so they will know what to expect.

EFFECTIVE ROOM ARRANGEMENT

There are many factors to consider when designing the play and work areas for the children in your program. Since most spaces are originally designed and built for adults, it is necessary to re-scale the area for children. Keeping in mind that most preschool children cannot reach above four feet, it is helpful to mentally draw a horizontal line around the room four feet from the floor. This will divide the room into two areas: the area closest to the floor is designated for the children, while the upper level is for adults. In this way the teacher can use the furnishings available to help border and define activity centers and areas. Decorations, bulletin board displays, etc. that are intended for the children's use and enjoyment should then be placed at or near their eye level, rather than higher up at the adult's eye level. If it helps you plan the space, get down on your knees and look at the room as a three or four foot tall child would see it. Remember: wall displays are most attractive and functional when they are properly spaced and uncluttered.

The children bring with them certain needs that must be considered when planning the use of classroom space. As mentioned before, the preschool child cannot reach above four feet. Therefore, shelves or cabinets that hold materials for the children's use should never exceed this height. Locating the materials at the child's level will help foster independence in that the child can select the desired learning materials without the teacher's help. Another advantage of using shelves or cabinets three and one-half to four feet tall is that you can see over them, which allows the teacher to effectively monitor the area from any position in the room, yet the shelves are low enough to the child so that he/she feels he/she has a private space. When breaking up the floor space, it is wise to consider what activities are going to take place in the room. Developing learning centers such as reading, blocks, dramatic play, math and science may help children learn to focus their interests and attention more effectively. By dividing the floor space into four basic areas, wet, dry, quiet, and noisy, you can effectively arrange the learning centers in the most effective place. The following diagram will illustrate.

wet or messy	dry
noisy	quiet or tidy

Noisy activities such as blocks, dramatic play, indoor climbing equipment, musical instruments, tumbling mats, etc. should be placed in an area away from the place where quiet activities such as reading, flannel stories and listening activities are taking place. Wet or messy activities like art and water play ideally should be on a tiled surface (to make clean up easier) and located in part of the room that has a water source. Dry areas could contain puzzles, beads for stringing and other pre-math materials.

The materials should be stored in the area in which they are used. There is a difference, however, between storage and display. There should be a distinct area between the teacher's storage place and the child's activity space. The teacher needs to have a place where extra materials can be stored out of reach of the children. When placing materials out on the shelves for the children to use, think of display. Materials should not be jammed together but placed so that the child can readily see what materials are available to him/her. Baskets, boxes, or plastic containers are useful for storing small items like beads for stringing or pegs for pegboards. Using such storage containers also makes it easier for the child to transport the materials from the shelf to the table. Coding the materials with colors or shapes can assure that they are returned to the correct spot on the shelf. In addition to helping keep the room organized this system also gives the children practice in matching. The teacher should help the child make choices by limiting the number of materials displayed to a reasonable amount. It is wonderful that you have so many books to share with the children, but putting all fifty on the shelf at once makes it difficult for the children to choose--there are too many alternatives and it gets confusing. By reserving some of the materials you can exchange the shelf items for new ones when the children lose interest in them. Limiting the number of materials placed in each center will also help to limit the number of children that can be in each area at a given time. For instance, two sets of dress up clothes and two dolls limits the amount of materials and the number of children that can use the housekeeping area. Three pieces of chalk at the chalkboard limits the number of children in that area to three.

Materials that are broken or that have missing pieces should be removed and repaired or discarded. Giving a child a puzzle to work that has a missing piece only frustrates and breeds failure. Materials should be checked routinely for broken, sharp edges that could injure a child.

The classroom furniture should be arranged around normal traffic patterns so that the children do not bump into tables and bookcases during normal movement. However, leaving the area wide open encourages "football field behavior" (running, yelling, etc.). Bookcases and dividers can help divide the space into learning centers which then can be supplied with the appropriate materials and equipment to define the area. The following list* outlines potential learning centers, their materials, and suggested furniture for each area.

Area	Furniture	Materials
Language	Table and chairs, display shelf, overstuffed pillows, puppet booth	Books, catalogues, magazines, tape recorder, lotto games, puppets, feely box, pictures of rhyming words, puzzles, wooden and rubber zoo and farm animals
Math	Table and chairs, storage shelf	Flannel boards, flannel shapes, objects and numerals, objects for counting such as buttons, bead, bottle caps; paper and pencils; counting rods, rulers, measuring cups and spoons
Dramatic Play	Housekeeping furniture, (sink, stove, refrigerator, table and chairs, doll bed, ironing board, cupboard)	Ironing equipment; pots and pans, toy dishes, and eating utensils; brooms and dust pans; plastic food, dolls, kitchen utensils; dress up clothes; discarded small appliances, (be sure they're safe, e.g., toasters don't heat) telephones; old jewelry; lunch boxes; doctor or nurse kit; toy tool chest; fireman props
Science	Table, chairs, storage and display shelf	Calendar, weather chart, nature objects, plants, fish, or other small pets such as a turtle or hamster, magnifying glass, magnets, and items made of iron, water table, compass, balloons

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*Taken from Planning Time, Planning Space, Project PEECH, Institute for Child Behavior and Development, University of Illinois, 1976.

Fine Motor	Table, chairs, storage shelf	Puzzles, beads for stringing, peg boards, form boards, nesting boxes, small building toys, pencils, pens, paper, scissors, dressing skill dolls
Construction	Storage shelves, boxes or moveable storage bins	Blocks of all types, lincoln logs; trucks; rubber animals and people; traffic signs; toy buildings; hats for pilots, firemen, and engineers
Art	Table, chairs, storage and display area (best if placed near a sink)	Sponges, construction paper, paste, scissors, clay, crayons, watercolors, finger-paints, and storage jars, newspapers, aprons, pipe cleaners, felt tip pens, chalk, yarn, fabric scraps, paint brushes, easels, food coloring, playdough, cookie cutters, rolling pin
Music	Storage shelf	Records, record player, musical instruments, tape recorder
Toy	Storage shelf	Bean bags, toy telephones, trucks, model store, garage, city, farm, rubber people, animals, sponge balls, puppets
Snack	Table, chairs, cabinet (best if placed near sink)	Hot plate, pots and pans, kitchen utensils, mixing bowls, measuring cups and spoons, small pitchers, paper cups and plates, napkins, eating utensils, dish cloth and towel, dishwashing liquid

LESSON PRESENTATION

We know that children must perceive words before they understand them and understand them before they verbalize them appropriately. Observation of young children developing speech and language skills reveals that the first words that children verbalize are the names of important people, objects or things in their environment. Items they are actively involved with daily.

Language learning develops sequentially from concrete (object) to abstract (picture), from real to unreal, from familiar to unfamiliar, from context to isolation, from easy-to-say words to difficult-to-say words (i.e., car . . . automobile), and from singular concepts to universal concepts (e.g., cat . . . animals).* Based on these premises, it is easy to understand why we teach understanding (reception) of a concept before we teach the children to name or describe (expression) the concept. Concepts should be built on experiences which are continuously expanded and extended. Stimuli utilized for teaching should be natural to the child's environment. Items he/she is in contact with daily. Children must be an active participant in the experience to encourage and enhance learning. Appendices B-F contain step-by-step instructions on teaching concepts such as prepositions, action verbs, body parts, colors.

A good lesson is interesting, challenging and allows for active child participation. It is presented by the teacher with enthusiasm and excitement. The lesson should be well-organized, the appropriate materials should be prepared and the physical setting should allow for the optimum delivery of the lesson.

The learning atmosphere can be optimized by the teachers' awareness of the best seating arrangements (e.g., chairs in a circle, chairs around a table, floor seating) and by eliminating distractions (e.g., noise levels, other group activities). It is also helpful to note where individual children sit. A child who cannot set still needs to be placed in close proximity to the teacher, so that he/she can easily touch the child to help the child control his/her desires to bother others.

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*Lecture presented by Ms. Rhonda Work at the University of Tennessee, Knoxville, 1979.

Before presenting a lesson, the teacher should provide a brief description of what the lesson will involve. For example, when presenting an activity to teach body parts an introduction would be, "We are going to wash the baby and you must tell me which part of his/her body you want to wash". The teacher does not have to say "I'm going to teach you body parts today". The description needs to be brief, however, descriptive enough to get the children interested and to give them an exact idea of what they will be doing. After explaining the activity, the teacher should demonstrate, so the children can see what is expected of them.

Following the demonstration the children participate in the activity. The child's performance can be aided by utilizing techniques such as modeling, cueing, prompting, and positive reinforcement.

When modeling, the teacher demonstrates what she/he wants the child to do. If she/he wants the child to stand behind the box, then the teacher would perform the action first.

Cueing means providing the child with hints as to the correct response to a stimulus. If attempting to teach the child to recognize his/her printed name, the teacher could print the name in red and tell the child his/her name was written in red. Examples of cues include, size, shape, color, position, and number.

When prompting, the teacher gives the child physical assistance in discriminating the appropriate response and disallows inappropriate responses. The teacher would move a child's finger to the correct picture he/she was to identify.

Positive reinforcement involves tangible (e.g., tokens, stars, checkmarks, etc.) and social (i.e., "good job", hug, pat on the back) rewards given after a desired response which enhance the possibility that the desired behavior will occur again.

Important considerations in lesson planning are a child's interests, abilities and needs. The children are grouped according to their functioning abilities. However, even though children are grouped with others with similar abilities, individual differences are apparent. The over-all goal for the group might be learning the colors red, blue, yellow. Some children in the group might be able only to match like colors. While others might be able to identify the color named by pointing to it. It is imperative that the teacher modify the lesson so that each child is required to perform at a level commensurate with his/her functioning ability. Our goal as teachers should be to make the task appropriate for each child, so that learning becomes a positive experience rather than a succession of failures resulting in frustration. The building of positive self-concepts starts early!

INCIDENTAL TEACHING WITH CHILDREN

"Incidental" teaching is a term used to describe those times when the teacher is able to teach concepts to the child through his/her interactions with the child without having a formal or structured lesson in mind. The teacher is able to use materials usually found in the preschool to stimulate and interest the child into "getting more" out of the material. For example, while a child is stacking colorful blocks, the teacher could engage the child in a conversation about the various colors of the blocks, the number of total blocks being used, the number of blocks of each color, the height of two towers of blocks (concepts such as taller and shorter) and so on.

The key to being a successful incidental teacher is that you must become observant and watch for opportunities to talk to the child as he/she plays with various toys and learning materials.

Language is a very important aspect of a child's development and there is a need to continuously stimulate language development in the preschool child. The preschool environment is rich with language learning opportunities. Activities for incidentally enhancing developmental skills are contained in the following pages.

Arrival:

1. When the children arrive provide each with a personal greeting.
2. Be sure to give a special greeting to the shy child.
3. Comment on how each child looks or what he/she is wearing.
4. Note similarities, differences, colors or other characteristics related to their appearance.
5. This is also a good time to discuss what special activities the children will be involved in during the day.

Below are additional activities for stimulating language during this period:

1. Paste the child's picture on his locker to encourage the development of a good self-concept.
2. Replace or supplement the picture with the child's printed name. This will aid the child in learning his written name.
3. Use pictures of foods, furniture, animals, etc., pasted to the locker or chairs to teach classification skills. Initially, the teacher pins a picture on the child and the child must find the picture on the locker or chair to match the picture on his/her shirt. As the child becomes familiar with the pictures, he/she is required to give the name of the picture. Later, he/she is asked to tell what classification group the picture belongs to. The teacher can also utilize classification schemes to move the children to appropriate groups for work time (e.g., foods move to table one, animals go to table two, etc.).
4. Count with the children as they enter the door.
5. With four to five-year-old children, the teacher can discuss who entered the room first, second, third, or last. Both activities four and five emphasize number concepts.
6. Utilize "I'm thinking of someone" as a game to enhance listening and attending skills. Rather than having large group roll call each day, vary the activity by describing the children and having others guess who is being described. For example, the teacher describes a child, "I'm thinking of someone with black hair, blue eyes, a red shirt, and her name begins with an /s/." The children attempt to guess who is being described. To make the activity more difficult, use fewer cues. Let the children take turns describing each other.

Breakfast:

Breakfast is an excellent time to introduce new vocabulary and to continue conversations begun when the children arrived. Other incidental learning activities include:

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1. Naming the foods and drinks.
2. Emphasizing concepts such as more/less, empty/full, big/little, light/heavy.
3. Emphasizing tastes (i.e., sweet, salty) and textures (e.g., rough, smooth).
4. Emphasizing counting (e.g., food on the plate, silverware), prepositions (i.e., in, on, beside, under), and classifications (e.g., fruits, meat).

Transition Periods:

When moving from activity to activity, there are techniques which aid in making the transition operate smoothly. These techniques enhance auditory skills, socialization skills, language skills, and pre-readiness skills. Examples of activities to utilize during transition periods include the following:

1. To make the children aware that it is time for group activities, use the following:
   - A. The teacher moves to a certain area of the room and begins to tell a story or fingerplay.
   - B. The teacher flicks the lights and as the children begin to sit, they count the number of times the lights flick.
   - C. The teacher plays records about "cleaning up", while the children perform the actions.
   - D. The teacher sits and lowers his/her voice while counting. The children note what the teacher is doing and begin counting also as they move to their places.
   - E. The teacher places numbered carpet squares on the floor. The children are given a number and they match their number with the number on the carpet square. Colors, shapes, or objects can be utilized and the children must match their color, shape, or objects to those on the carpet square.

F. The teacher has one child sit down and in turn, the child calls someone else to sit down. The activity continues until all the children are sitting.

G. The teacher has all the children whose names begin with a certain letter, who are wearing a certain color, or who are a certain age to sit down.

H. The teacher chooses specific children to be leaders on specific days, thereby teaching the names of the days of the week.

I. The teacher requires the children to perform a task (i.e., naming shapes or colors, counting, answering "wh" questions), before they can begin the next activity.

Free Play:

During free play, children are to choose the materials or activities they desire. It is important that the children are allowed during this time, as well as other times, to talk among themselves without adult interference. When the children involve the teacher in their conversations, the teacher can help the children develop concepts by expanding the child's verbalizations. Expansion is responding to the child's comment by utilizing a sentence that contains new information relevant to the child's statement (i.e., Child: "block"; Teacher "Yes, that's a little red block."). Incidental learning activities during this time include:

1. Before free play, the teacher plays "Twenty Questions" with the children. The toys are placed on the shelves and the children must answer questions before they can use the toys (i.e., "What do you want?"; "Is it on the top or bottom shelf?"; "What color is it?"; "How many legs does it have?").
2. The teacher labels the objects in the room with their names.
3. The teacher draws an outline of each object on the shelf and the children must match the three-dimensional object with the outline.
4. The teacher emphasizes vocabulary, prepositions (e.g., "Put the blocks beside the table"; "Put the plates under the sink."), concepts such as sizes, shapes,

colors (e.g., "Put the big square block on the shelf."; "Put the small red ball under the box.") while the children are putting the toys away.

Naptime:

Naptime is a good time for language stimulation because many children practice their developing language skills just before they fall asleep. Language enhancement activities before and after naptime include:

1. A cassette tape is used to play soft music or a story to enhance listening skills.
2. For the first few minutes of nap, the children lie quietly and listen to the environmental sounds surrounding them. As they hear sounds, they whisper what they have heard.
3. As the children awaken from nap, they are given commands such as, "wiggle your nose and your toes", "blink your eyes", "rub your stomach", to teach body parts and to improve auditory memory. Self-help skills are also taught following naptime.
4. As the children put their blankets or mats away have them place them "on the top shelf", "on the bottom shelf", "beside", "above", "below", etc.

Departure:

To bring the day to a close for the children have them:

1. Tell what happened during the day, what they liked, and what they disliked.
2. Discuss the plans for the following day.

As the children leave, direct a personal "good-bye" to each. Attempt to tell the parents something positive that the child did during the day. The parents will be able to discuss this with the child, therefore, encouraging verbal expression.

BEHAVIOR MANAGEMENT

How do you get the children to behave as you would like? There are many ways children can be taught to behave without using discipline in a negative fashion. Frequently adults tell children "don't" and emphasize what they are doing wrong rather than telling the child what he/she is doing right. Often times children respond to this type of discipline with resentment and hostility. What is needed is a method for managing behaviors in a positive way.

Many factors are involved in positive behavior management and the teacher has an important part in creating an atmosphere that is comfortable and secure--one that will help the children develop appropriate behaviors. A planned daily schedule and an effective arrangement of classroom space will assist the teacher in managing the children's behaviors (refer to Scheduling and Room Arrangement.) Within this environment the teacher must be a careful planner so that he/she is able to match his/her instruction to the developmental levels of each child. This helps the child to achieve success and as a result, feel good about his/her ability to accomplish things. If an activity is too easy, the child may become bored, and a behavior problem could occur. If the activity is too hard, the child may become frustrated and misbehave as a result.

The teacher should look at the way he/she presents the activities to make sure that the situation itself is not responsible for disruptive behavior. For example, perhaps the paint was spilled on the floor because the can was too full; perhaps the reason the children are pushing each other during story time is because the reading area is too small to accomodate all the children at once; perhaps the reason Billy hit Joey at the lunch table was because they had been waiting too long for the teacher to serve them. Instead of calling them to sit and wait while he/she got things ready, the children could have been given an activity they could do without the teacher's help while lunch was prepared. Whenever you have children sitting idle for a great length of time, you increase the likelihood that disruptive behavior will occur.

In many cases teachers do not need to learn any new behaviors or "tricks of the trade" but simply how to alter systematically the timing of their usual basic response to a child, which is attention of some form or another. Giving attention is also called using social reinforcement.

Social reinforcement has been effectively used to modify behavior in a variety of classrooms and with a wide variety of ages. It has been used to increase cooperative play, attention span and studying behaviors, and used to decrease behaviors like regressive crawling, crying, outbursts, pestering other children and inappropriate talking.

A teacher's attention is a very powerful tool to use to change a child's behavior. Most teachers can think of many examples when a child has said, "Look at what I did!" or "I can do that too! Watch me, teacher." Children go about seeking adult attention in a number of ways. One child may pull at your sleeve, another child might throw a basket of crayons across the room. Both are effective ways of getting the teacher's attention. However, if the teacher gives attention to the second child, he/she has just reinforced that child's inappropriate behavior. The child has learned that one sure way of getting the teacher's attention is to throw crayons. When something works once, it is likely to be repeated again. So, in our examples, the first child was reinforced (with attention) when he/she tugged at the teacher's sleeve; the second child was reinforced by the teacher's attention (even though it may have been negative attention) when he/she threw the crayons. Thus, the teacher's attention to both behaviors has increased the likelihood that the children will behave that way again when they want the teacher's attention. The teacher in our example has reinforced both appropriate and inappropriate behaviors in two of his/her children. How can a teacher change the timing of his/her attention so that it promotes acceptable behavior? Catch the child being good! When the children are behaving, tell them. Take time to give them your attention when they are exhibiting acceptable behavior. It is easy to overlook the children when they are being good and there are no problems. But what happens when they misbehave? You attend to them. It is vital that you reward them for their good behavior while they are being good. That way they learn (1) what good behavior is, (2) what you expect out of them and (3) how they can get your attention--by behaving. Feedback through positive social reinforcements is the best way to maintain any behavior. There are several ways to give positive reinforcement. These will be discussed more fully below.

1. Direct verbal praise. Here, the teacher directly comments on the child's behavior such as "Good for you! You cleaned up the blocks!" or "Neat! I like the way you shared your toys."

2. Indirect verbal praise. The teacher tells others about the child's good behavior: "Everyone look! Elsa caught the ball! Good for her!"

3. Physical reinforcement. This could be a hug, a kiss, or a pat on the back. Physical reinforcements should be accompanied by verbal praise to indicate to the child which behavior was appropriate.

Whenever you give a child a rule or an instruction, phrase it in a positive manner. This encourages and creates a more positive atmosphere. See the examples listed below:*

Positive Language	Negative Language
Walk inside.	Don't run.
Use a quiet voice here.	Don't talk so loudly.
The chair is for sitting. Stand on the floor please.	Don't stand on the chair.
Raise your hand if you know the answer.	Don't yell out the answer.
Go to the bathroom.	Don't wet your pants.
When you put the blocks back on the shelf, sort them out and put them in the places where they belong.	Look how sloppy you have left those blocks. What's the matter with you?

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* Taken from Brophy, Good, and Nedler, Teaching in the Preschool, Harper and Row, 1975.

General Guidelines for Establishing Appropriate Behaviors

I. Develop Ground Rules

To make your center or home run smoothly, it is helpful to develop a set of rules that everyone is to follow--adults as well as children. Adults should serve as role models for the children--children watch your actions and will imitate the things you do. If you as their caregiver have no regard for the rules, then the children won't think the rules are very important either.

In setting up ground rules, make sure you establish rules that are short, simple, and easy to follow. Phrase them in a positive manner, such as "we walk inside", rather than "Don't run inside". The staff that will be directly involved with the children should devise the rules and everyone should be in agreement that these are the rules to follow.

The rules should be explained to all the children, and they should be told what will happen if they break the rules (see Section II, Establish Consequences). Give the children an opportunity to discuss the rules and talk about their importance. Perhaps you can let the children act out the rules with one child following the rules while another breaks the rules to show a comparison. One teacher made signs with two pictures; one picture showed a child following a rule (such as walking inside) and another child not following the rule. On this second picture a large X was crossed through the picture. She/he discussed these posters with the children before placing them around the room where all the children and adults could see them.

II. Establish Consequenses

After devising a list of rules, the teacher(s) should decide what consequences will occur if the child breaks one of the rules. It is vital that all of the adults involved know the exact consequences to apply and that they do so with consistence. If one adult reacts one way, and another adult reacts differently, the child will (1) be confused; (2) learn that he/she can use one adult against another; (3) probably maintain his/her undesirable behavior.

With a little effort initially, positive talking is as easy to use as negative. By using phrases in a positive way you (1) tell the child precisely what behavior you expect, (2) help develop a positive self image for the child, and (3) create a comfortable atmosphere for all concerned.

Many times a teacher can get misbehaving children to behave by giving his/her attention to those children who are behaving. For example, a rule in one school is that at group time all the children must sit in a circle with their legs crossed. Billy and Carrie were lying on their backs when their teacher said, "I like the way Nikki and Kevin are sitting--so nicely and quietly with their legs crossed and their hands folded. Who else can show me how to sit at group time?" Immediately Billy and Carrie sat up and crossed their legs. This technique, differential attention, can be very effective if used correctly. It requires that the teacher give his/her attention to those children who are behaving appropriately. Consequently those children are receiving positive verbal reinforcement for their good behavior and those that are misbehaving now have a role model to follow. They learn that to receive attention from the teacher they must behave.

Hierarchy of Behavior Management Techniques

There are different techniques a teacher can use to help her/his children acquire desirable behaviors. These are listed in a hierarchy; in other words each technique requires that the teacher exercise a little more control than the one listed above it.

1. Redirection or positive correction. This is where you attempt to redirect the child by telling him/her what behavior is expected. For example, "If you throw the blocks across the room they could hit someone's head and hurt them. Let's use them here in the block corner. Here, I'll help you build a tunnel".

2. Physical direction and choice. If redirection doesn't work, verbally direct the child again, "Use the blocks here", and physically help him/her to follow through. In other words, you initiate a cause-and-effect situation. Again say, "If you throw the blocks they could hit and hurt someone. I cannot let you throw the blocks. If you do it again you will have to leave the block corner and find something else to do."

3. Follow through. If the child repeats the disruptive behavior he/she must face the consequences. Apparently by throwing the blocks again the child has made his/her choice and the teacher must keep his/her word. "You need to leave the block corner. You threw the blocks, so you need to find something else to do." It is very important that the teacher follow through with the consequences quickly so that the child knows that the teacher means what he/she says.

4. Sit and watch. If the child still will not cooperate you must remove him/her from the immediate situation. Sit and watch (S & W) is a discipline technique that is successful with many preschool children. Basically, S & W involves removing the child from the activity (here the block corner) to a place where he/she can watch the other children who are playing appropriately. While the child is watching, the teacher should praise those children that are behaving appropriately, "Sharon you're really making a neat tower with those blocks. I like the way you use them here in

the block corner". The child in S & W has the opportunity to (1) observe another child's appropriate behavior and (2) see that the way to obtain the teacher's positive attention is to behave appropriately. After two to three minutes, if the child has been sitting quietly and is not having a tantrum, the teacher can go over and talk to the child about his/her misbehavior. For example he/she might say, "Why are you in S and W?" Give the child the opportunity to respond, but if he/she says he/she does not know or does not remember, then tell him/her. "You threw the blocks. What are you supposed to do?" Then have the child tell you what the appropriate behavior is. Next give the child an instruction, such as "Go pick up the blocks you threw" or "Go find something else to do". If the child does not follow this last instruction, then return him/her to S and W and repeat the procedure. It is important to give the child a command to follow to help you gain instructional control over the child.

If the child has a tantrum while sitting in S & W, ignore the child until the tantrum has stopped. Do not let the child out of S & W while tantrumming. When a child is in S & W, he/she is not to interact with the other children. The other children should be told, "Kelly is in S & W. You can talk to her in a little while but not now," and redirect the other children into another activity.

If the child will not stay seated in S& W, you may have to physically restrain the child. If this is necessary, stand behind the child's chair and look away from the child to avoid giving eye contact and attention to his/her misbehavior.

Sometimes a child would prefer to go to sit and watch rather than participate in an activity. When this happens, the teacher must take a close look at the situation to see if (1) the activity is developmentally appropriate for the child or (2) the activity is something the child does not like to do (such as nap). In the first case, the teacher should re-structure the lesson or activity to meet the child on his/her instructional level and give him/her lots of praise when he/she succeeds. In the second case, the teacher must come up with a plan to help the child learn that there are some things that simply must be done, and it is necessary that the child conform. In the case of misbehavior at nap, the child must learn to (1) stay on his/her cot and (2) lie quietly while others rest or sleep. Some children pick this time to act out and would actually prefer sitting up in a chair rather than staying in nap. What are the teacher's alternatives?

1. Take away privileges. If you ask the child to do something and he/she understands but will not do it, explain to him/her that you will have to take away a privilege. It could be anything from not being the leader of an activity to not being able to go outside. It is important to be consistent and follow through with the consequence--if you have asked the child to lie quietly on his/her cot and he/she gets up or makes noise, you could tell the child that either he/she will have to rest when everyone else gets up or he/she will have to miss outside time because he/she was not quiet during naptime. Then follow through after nap by either having the child stay on his/her cot, or have the child miss outside free play, or whatever privilege you have decided to remove. Remember to praise the child when he/she is on his/her cot and is quiet.

2. Use of tokens. Taking away a privilege is an effective way of behavior management, but it is somewhat negative. Another way of teaching a child to behave is to use tokens--a star, a sticker, a check mark or whatever is important to the child. Each time the child performs the desired behavior give him/her a token. Tokens then can be exchanged for some other reward, such as free time, play with a special toy. The steps listed below outline the processes involved in setting up a token system.*

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*Taken from M.A. Kozloff, Educating Children With Learning Or Behavior Problems, John Wiley and Sons, 1974.

1. Decide on those behaviors you will reward with tokens. In the naptime example, those behaviors to be rewarded are (1) staying on the cot and (2) being quiet.

2. Make a list of strong back up rewards. These are the items that the child will exchange his/her tokens for. Again, these rewards should be something the child really likes--a special toy or an activity he/she particularly enjoys (like music or art, etc.)

3. Put the pictures of the back-up rewards the child likes most at the top of the list. This list can help you determine how much each back-up reward should cost. The more a child enjoys a particular reward the more tokens it should cost. For example, if the child really likes to play at the water table during free play, have it cost the most.

4. Decide how many tokens the child will receive for doing the appropriate behavior. Initially, the weaker the behavior (i.e., the child has a weak ability for staying on his/her cot), the more tokens it should earn. As the child learns what is expected of him/her, you can start to give a fewer amount of tokens.

5. Decide where and how often you will let the child exchange the tokens for the reward. Initially when the appropriate behavior is weak or the child is young, you should have more "exchange times". As the child learns what behavior to produce, you can have fewer exchange items. In the naptime example, you should probably wait until the end of nap to let the child cash his token in.

Summary

Children can be taught to behave appropriately if their caregivers are consistent in their interactions and are good models themselves. The ultimate goal is to help the children learn how to become responsible for their actions. As we have seen, the teacher plays an important role in helping the children develop the ability to control their own behaviors.

UNIT: FAMILY

UNIT: Family

TOPIC: The Self

VOCABULARY:

head
hair
eye
cheek
nose
mouth
chin
ear
neck
chest
shoulder
arm
elbow
wrist
hand
finger
fingernail
waist
stomach
leg
knee
ankle
foot
feet
toe
toenail

TOPIC: The Self

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach identification of the body parts.

PROCEDURE: Have each child look in a full length mirror and name the different body parts pointed out by the teacher. If a child cannot name the part, have him/her imitate the name. Utilize the following body parts:

head
eyes
nose
mouth
ears
cheeks
chin
hair

legs
knee
ankle
foot
toes
toe nails

arm
elbow
wrist
fingers
finger
nails

chest
waist
stomach
neck
shoulders

MATERIALS: full length mirror

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To emphasize the names of body parts; to enhance special relationships.

PROCEDURE: Have a child lie on butcher paper while the teacher draws an outline of his/her body. Point to an area of the outline, having the children name what part belongs there. Let them take turns drawing the body part in the appropriate place. Encourage the children to name each body part.

MATERIALS: crayons or magic markers, large sheets of white or brown butcher paper

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach the position of specific body parts.

PROCEDURE: Have the children cut out pre-traced shapes of circles, squares, triangles, and rectangles. These should be pasted on a large sheet of construction paper to form a body. The hat is a triangle, the brim is a rectangle, the body is a square, the head is a circle, arms and legs are rectangles. The children may draw facial features with crayons or magic markers. Before beginning the activity, present a completed picture as an example.

MATERIALS: construction paper, scissors, paste, pre-traced construction paper shapes, crayons or magic markers

EXTENDED ACTIVITIES:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To enhance verbal expression; to emphasize the names of body parts.

PROCEDURE: Utilizing the tune, "If You're Happy and You Know It", have the children sing the following song:

"If you're happy and you know it touch your head;
" " " " " " " " " nose;
" " " " " " " " " ear;
" " " " " " " " " knee;"

Continue the song using different body parts.

MATERIALS: none

TOPIC: The Self

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To improve auditory reception skills.

PROCEDURE: Ask the children to answer yes or no questions similar to the following:

1. Can you touch your ears with your tongue?
2. Can you clap your hands?
3. Do you sing with your ears?
4. Do you see with your eyes?
5. Do you breathe with your nose?
6. Do you eat with your mouth?
7. Do you hear with your eyes?
8. Do you wear a hat on your head?
10. Do you wear pants on your chest?
11. Is your elbow on your face?
12. Do you stand on your feet?
13. Is my nose on my face?
14. Does my tongue move?

MATERIALS: none

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To teach categorization skills.

PROCEDURE: Help each child find, cut-out and paste pictures of clothes on a large paper divided into four parts: one section for clothes worn on the feet; one for clothes worn on the legs; one for clothes worn on the head; and one section for clothes worn on the back, chest, and arms. Have each child name the clothing article and the body part to which it belongs.

MATERIALS: scissors, paste, construction paper, magazines

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the names of body parts and to improve visual closure skills.

PROCEDURE: Draw pictures of boys and girls with a different body part missing on each picture. Have the children paste cut-out body parts in the appropriate place. Have each child name the body part as he/she pastes it on the picture.

MATERIALS: pictures of boys and girls, cut-outs of body parts

EXTENDED ACTIVITIES:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To enhance auditory association skills.

PROCEDURE: Have the children listen to the following sentences and complete the sentence with the appropriate word. Below are examples:

You hear with your (ears).
You see with your (eyes).
You taste with your (tongue, mouth).
You smell with your (nose).
You feel with your (hands or skin).
You wear a belt around your (waist).
You wear a hat on your (head).
You wear socks on your (feet).
You wear gloves on your (hands).
You wear a necklace around your (neck).
You wear glasses on your (eyes).
You kick a ball with your (foot).
You wear a ring on your (finger).

MATERIALS: none

SKILL AREA: Motor

LANGUAGE EMPHASIS: To increase body awareness.

PROCEDURE: Ask the children to sit on the floor and curl up and try to make themselves round as a ball. Ask the children to use more space around them by stretching their arms, then their legs. Play a game in which the children follow teacher directives such as "Put your arms between your knees.", "Put your wrists on your ears."

MATERIALS: none

UNIT: Family

TOPIC: The Senses

VOCABULARY:

contact lenses
talk
telephone
scent
smell
tablespoon
recipe
hard
soft
rough
smooth
eyes
yield
stop
tape recorder
fragrance
perfume
sifter
ingredients
spicy
wet
look
see
caution
curve
sound
ears
odor
lake
amount
dry
sticky
taste
sight
merge
school zone
loud
pleasant
listen
unpleasant
temperature
measure
tongue
sweet
sour
salty
vision
glasses
frames
soft
hear
sniff
rose
cup
disagreeable
salty
sugar
bitter
flavor
eyes
iris
lens
pupil
eyelashes
eyebrow
pair

TOPIC: The Senses

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the eyes and their function.

PROCEDURE: Present pictures of eyes to the children and discuss the following concepts: characteristics of eyes (size, color, etc.); purpose of eyes (seeing, learning); problems with eyes (glasses, contact lenses). Name and discuss the function of each part of the eye (iris, pupil, lens, etc.).

MATERIALS: pictures of eyes, glasses, contact lenses

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To increase expressive language skills.

PROCEDURE: Blindfold a child and place an object in his/her hands. Have the child tell as much about the object as possible by feeling the object. Remove the blindfold. After the child looks at the object, let him/her add to the description. Emphasize the importance of vision in enhancing our understanding. Let each child take a turn.

MATERIALS: blindfold, objects

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach the concept of pairs; to emphasize colors.

PROCEDURE: Discuss that a pair consists of two. Emphasize that people have a pair of eyes or two eyes. Have the children name other items that come in pairs (ears, hands, shoes, etc.). On a piece of poster board randomly draw eyes, being sure there is a pair of each color. Give a child a blue crayon and have him/her circle the two blue eyes or the pair of blue eyes. To increase difficulty, vary the shades of the colors (e.g., find the pair of dark blue eyes or find the pair of light blue eyes).

MATERIALS: poster board, crayons

EXTENDED ACTIVITY:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To enhance expressive language skills; to enhance visual memory.

PROCEDURE: Collect several detailed pictures. Present each one for several minutes, remove the picture, and ask the children to describe what they saw in the picture. List the descriptions on a chalkboard. Present the picture a second time and have the children describe what they see while viewing the picture. List these descriptions also. Discuss how the descriptions differ (in number or detail). Emphasize the importance of our eyes.

MATERIALS: detailed pictures, chalkboard, chalk

TOPIC: The Senses

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the ears and their function.

PROCEDURE: Present a picture of ears to the children and ask them to tell how they use their ears. Discuss that we hear speech, music, noise, warning signals. Have the children close their eyes and listen for several minutes. Have each one tell what he/she heard.

MATERIALS: pictures of ears

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To increase auditory reception skills.

PROCEDURE: Tape some familiar sounds such as a door bell, door slamming, dog barking, water running, radio, alarm clock, whistle, siren, etc. Let the children listen to these and guess what sound they hear. To assist the children have pictures representing the recorded sounds (e.g., dog: barking; faucet: dripping, etc.). Present three pictures, one representing the sound heard, and let the children choose the correct one.

MATERIALS: tape of familiar sounds, pictures which represent the tape sounds, tape recorder

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the concept loud/soft; to enhance listening skills.

PROCEDURE: Seat the children in a circle. Discuss that we hear different sounds with our ears. Explain that some sounds are soft and some are loud. Indicate loud/soft by raising the voice, clapping the hands, etc. Play a record and change the volumn level to indicate loud/soft. Explain to the children that when they hear the loud music they should skip around the circle. When they hear the soft music, they should tiptoe. Have the children tell if the music is loud or soft.

MATERIALS: record, record player

EXTENDED ACTIVITY:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the concept of high/low pitch; to enhance listening skills.

PROCEDURE: Explain to the children that sounds can be high or low pitched. Play a xylophone or other musical instrument and point out high/low pitches. Let each child have a turn playing a high and a low pitch. Discuss the difference in pitch produced by men/women, animals (i.e., birds/bears), musical instruments, etc. After the discussion, present a high-pitched bell and a low-pitched drum. Let each child have a turn. When the teacher plays a high-pitched tone, the child rings the bell; a low-pitched tone, the child beats the drum.

MATERIALS: xylophone or other musical instrument, bell, drum

TOPIC: The Senses

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the nose and its function.

PROCEDURE: Present a picture of a nose to the children and have them tell how they use their nose. Discuss how the nose effects the taste of food, how we clean the nose, how the nose smells pleasant and unpleasant odors, etc.

MATERIALS: picture of a nose

SKILL AREA: Readiness: Pre-Writing

LANGUAGE EMPHASIS: To teach the concept big/little or long/short.

PROCEDURE: On a ditto, draw people and animal faces (e.g., elephant, anteater, pig) with dot-to-dot noses. Have the children connect the dots to form the nose on each face. Discuss which people/animals have big/little noses or long/short noses. Have each child describe his/her nose.

MATERIALS: ditto, crayons

SKILL AREA: Motor

LANGUAGE EMPHASIS: To re-emphasize the function of the nose; to introduce the concept of odor.

PROCEDURE: Let the children make a smell picture. Have them put glue on their construction paper and sprinkle different household spices (i.e., cloves, garlic, nutmeg, cinnamon, etc.) on the paper. Name the spices and discuss their color and whether they have a strong or mild odor.

MATERIALS: construction paper, glue, spices

EXTENDED ACTIVITIES:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the concept of odor/smell; to enhance verbal expression.

PROCEDURE: Describe an odor. Present different items for the children to smell. Let each smell a flower, scented candle, or scented soap that have pleasant odors and discuss. Also introduce things that have unpleasant odors, ammonia, vinegar, etc. Have each child tell the group whether the odor he/she smells is pleasant or unpleasant. Place the materials that smell good together and those that smell bad together to form two groups.

MATERIALS: scented soap, candle, flower, ammonia, vinegar, etc.

TOPIC: The Senses

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the mouth and its function.

PROCEDURE: Present a picture of a mouth to the children and discuss its purpose. Have the children name the parts of the mouth and explain the function of each part (e.g., lips: smile, kiss; teeth: bite, chew; tongue: taste, talk, lick; etc.). Talk about how we clean our mouth.

MATERIALS: pictures of a mouth

SKILL AREA: Readiness: Pre-Science

LANGUAGE EMPHASIS: To teach the adjectives sweet, sour, bitter and salty.

PROCEDURE: Talk about the four tastes of food and name one food in each category. Have a tasting party with foods that have sweet, sour, salty, and bitter tastes. Check children's allergies or dietary restrictions before tasting. For example, pickle slices (sweet or sour), unsweetened chocolate, capers, raisins, and potato chips. Have each child label how the food tastes. Group the foods into sweet, sour, salty, bitter categories.

MATERIALS: salty, sweet, bitter and sour foods

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance categorization skills.

PROCEDURE: Have the children tear or cut food pictures from a magazine. Give each child two pieces of construction paper. At the top of one page write salty and paste a picture of a salty food item. On the other page write sweet and paste a sweet food item. Let each child paste food pictures to the appropriate page forming a collage of sweet and salty foods.

MATERIALS: construction paper, scissors, magazines, paste

TOPIC: The Senses

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept of touch.

PROCEDURE: Introduce the sense of touch by rubbing different textured materials (i.e., satin, wool, cotton) on various parts of each child's body. Emphasize that all parts of the body have touch receptors. Have the children describe the different sensations received from touch (e.g., cold/hot; pain/affection; rouch/smooth; hard/soft, etc.). Find examples to illustrate the varied sensations and let the children experience each (e.g., cold water/hot water; hand slap/hug; sandpaper/writing paper; rock/cotton,etc.).

MATERIALS: different textured materials

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To enhance the concept of touch; to improve categorization skills.

PROCEDURE: Utilizing pictures, name and describe "things that hurt when touched" and "things that feel good when touched". After naming and discussing each picture, present each picture again and have the children classify the pictures into "good things to touch" or "bad things to touch". Examples of pictures include: electrical outlets, appliances, hot water, medicines, knives, scissors, razors, electrical plugs, etc. In addition, draw pictures of "touchable objects" and "untouchable objects" on a ditto. Have each child put an X on the "things that hurt when touched".

MATERIALS: pictures of "touchable" and "untouchable" items, ditto, crayons or pencils

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the concept rough/smooth.

PROCEDURE: Give each child two sheets of paper. Let each child make a "feely book". Let them find different textured materials to represent rough and smooth. Have each child cut-out materials from wallpaper, fabrics, etc. Each child should paste the rough materials on one page and the smooth materials on the other page. Connect the pages to form a booklet. Discuss the various colors in the materials also.

MATERIALS: paper, different textured materials, paste, scissors

UNIT: Family

TOPIC: Family Members

VOCABULARY:

man
woman
father
mother
boy
girl
grandmother
grandfather
family
sister
brother
old
young
husband
wife
daughter
son
grandson
granddaughter
baby
dress
sweater
pants/trousers
tie
suit
skirt
hose
socks
blouse
shirt
scarf
vacation
holiday
solid
hard
soft

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TOPIC: Family Members

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the concept of family; to increase verbalization.

PROCEDURE: Discuss the family. Include concepts such as: the purpose of a family (e.g., helping, loving, caring); the names of family members (i.e., mother, father, sister, brother, grandmother, grandfather); the jobs of family members (i.e., household chores, occupations); and the hierarchy of family members (e.g., grandparents, parents, children). Have pictures representing each family member and present the picture when discussing. Also have pictures of family members engaged in activities such as loving each other, caring for each other, working with each other, playing with each other, etc. Emphasize that some families only have one grandparent, parent, child, etc., but they are still a family.

MATERIALS: pictures of family members, pictures of family members engaged in activities

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To teach the concept few/many; to emphasize counting skills (one - eight).

PROCEDURE: Discuss that families have various numbers of children. Cut from a magazine pictures representing two sets of parents. Have many pictures of children cut out. Place two children with one set of parents and eight children with the other set of parents. Have the children count each group of children. Emphasize that one family has a few children and one family has many. Rearrange the pictures and have the children count the family members. Give each child the chance to point to the family with a few children and the family with many children.

MATERIALS: magazine cut-outs: two sets of parents, many pictures of children

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the names of family members.

PROCEDURE: Have each child name the members of his/her family. Let each child draw his/her family members on a piece of paper. After completing the picture, the teacher will write the name of the family member and also what the child says to describe each family member. To encourage verbalizations, use sentences such as "Tell me about your brother", "Tell me what your mommy does", etc. Write word-for-word what each child says. Attach the paper to form a booklet. On the cover, use the title "My Family" and have each child draw his/her picture.

MATERIALS: paper, crayons, yard of ribbon for attaching pages

EXTENDED ACTIVITIES:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the concept of different.

PROCEDURE: Have pictures of families from different countries and cultures, e.g., Indians, Eskimos, Japanese. Have pictures of their foods, homes, clothing and customs, etc. to represent the differences in families. Discuss with the children how these families differ from their own. Also discuss how the families are alike.

MATERIALS: pictures of families from different countries and cultures

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach family members.

PROCEDURE: Have the children sing and act out the song "The Father in the Dell" to the tune of "The Farmer in the Dell".

Verse 1: "The father in the dell,
The father in the dell,
Hi-ho, the derry-o,
The father in the dell."

Verse 2: "The father takes a wife,
. . . . etc."

Verse 3: "The wife takes a son,
. . . . etc."

Verse 4: "The son takes a sister,
. . . . etc."

MATERIALS: none

TOPIC: Family Members

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the concepts associated with mother/father; to enhance categorization skills.

PROCEDURE: Include these concepts in a discussion of mother/father: woman/man; wife/husband; marriage; other names (e.g., mommy/daddy; mom/dad); responsibilities (i.e., jobs at home, jobs away from home). Have the children randomly choose a picture of a woman/man. Each child must identify the picture as a mother or a father. Let each child paste the pictures on popsicle sticks, so each has a mother and a father stick puppet.

MATERIALS: cut-out pictures of men/women, popsicle sticks, paste

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To teach the names of jobs in the home and away from the home; to enhance categorization skills.

PROCEDURE: Explain that family members have jobs at home that keep the home operating smoothly. Have pictures of household jobs and have the children name the activity. Discuss also that parents must perform jobs away from home that pay for food, clothing, etc. Have pictures of occupations and have the children name the activity. Have a piece of poster board with a picture of a home on it. Let each child choose a picture and describe the activity taking place. The child should tell if it is a job done at home (i.e., cooking, cleaning, caring for children, building things, etc.) and put it on the poster board if appropriate. Hang the poster board in the room.

MATERIALS: poster board, pictures of household jobs and outside occupations, paste

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the names of clothing articles, the purpose and placement of the articles.

PROCEDURE: In a large box or bag, put various kinds of hats, shoes, pants, shirts, dresses, skirts, ties, scarves, gloves, etc. Try to find articles of clothing that have easy zippers and buttons. so the children can dress-up. Let each child select an item. Have the child name the item, tell its purpose, and tell where it is worn. Let the child then put on the article of clothing. Continue the activity until the children are "dressed up". Discuss any differences in men's and women's clothing (e.g., hat styles, ties/scarves, skirts, etc.)

MATERIALS: box or bag, men's and women's clothing

EXTENDED ACTIVITY:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To enhance creative expression through dramatic play.

PROCEDURE: Let the children play in the housekeeping area. Have women's, men's, children's clothes and accessories in the area. Let the children decide who will be mother, father, etc. If the children have trouble taking on roles, the teacher should get involved in the play and encourage the children to assume roles.

MATERIALS: dress-up clothes for mother, father, children

TOPIC: Family Members

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept brother/sister.

PROCEDURE: Have each child tell the name of his/her brother/sister. Discuss that some children have no brothers/sisters while others have one or more. Emphasize that a brother is a boy and a sister is a girl, and each is a daughter or a son. Name the things brothers/sisters do (e.g., clean-up, play, argue, etc.). Discuss that brothers/sisters can be older or younger. Also introduce the concept of twins, emphasizing that they are born at the same time, they can look alike or different, they can be boy-boy, girl-girl or boy-girl.

MATERIALS: none

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To emphasize the concept of boy/girl.

PROCEDURE: Discuss that brothers are boys and sisters are girls. Have each child identify himself/herself as a boy or girl. Let the children tear or cut pictures of boys and girls from magazines, and identify his/her pictures as a boy or a girl. Also have each child tell if the boy/girl would be a sister or a brother. Glue the boy/girl pictures on popsicle sticks to make stick puppets; give each child a boy/brother and a girl/sister puppet. To enhance listening skills, give commands for the children to perform certain actions (e.g., boys run;

girls hop; boys sit; girls clap; etc.). To increase difficulty, utilize these commands: sisters jump, brothers run, etc.

MATERIALS: magazines, scissors, paste, popsicle sticks

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance understanding of boy/girl and sister/brother.

PROCEDURE: Prepare a ditto with boys and girls drawn on it. Have the children draw a circle around the sisters/girls. After the children have completed this task, have them draw a line under the brothers/boys. Have the children count the boys and the girls on the page.

MATERIALS: ditto, crayons

EXTENDED ACTIVITIES:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the concept of baby.

PROCEDURE: Ask the children if they have a baby in their family and have them tell about the child. Explain that babies are also brothers and sisters but they are called babies because they are very young. Also talk about how to care for babies: the things big brothers and sisters can do with and for babies. Let the children bathe a doll, dress a doll, and feed a doll. Discuss what the children are doing to the baby.

MATERIALS: doll, objects used to care for a baby (bottle, tub, washcloth, soap, powder, diaper)

SKILL AREA: Readiness: Pre-Science

LANGUAGE EMPHASIS: To emphasize the concepts solid/hard/soft.

PROCEDURE: Present each child with some solid foods which babies cannot eat, such as meats or vegetables. Explain why babies cannot eat these (e.g., they are hard or solid and babies do not have teeth). Explain that babies need soft foods. Show some foods like oatmeal. Demonstrate to the children how solid foods can be cooked and prepared for babies. Let the children help make baby food utilizing carrots. (Cut carrots into small pieces, cook until soft, and mash.) Compare the differences in the solid and mashed carrots. Let the children taste or feel the raw carrots and the cooked, mashed carrots and tell which is hard and which is soft. Name other foods that soften when cooked.

MATERIALS: knife, pot, hot plate or stove, masher or blender, spoons

TOPIC: Family Members

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the concepts associated with grandmother/grandfather.

PROCEDURE: Introduce grandmother/grandfather by emphasizing that they are parents to the child's parents. Have each child tell where his/her grandparents live and the name he/she uses for each grandparent. Discuss the different names we have for grandparents (e.g., grandmom/grandpop; grandmomma/granddaddy, etc.). Make a family tree. Prepare the children by explaining that a family tree shows who our family members are. On a ditto, draw a tree without leaves. Give each child a tree and have him/her place pictures (actual photos, drawings, or magazine picture representations) of the grandparents in his/her family at the top of the tree. Next, paste pictures of the parents, then the children in the family. Attempt to get actual photos from each child's parents. If this is not possible, utilize children's drawings or magazine picture representations. Emphasize that grandparents are oldest, then parents, then children.

MATERIALS: ditto, crayons, paste, photos, drawings or magazine pictures

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To enhance auditory and visual memory.

PROCEDURE: Show pictures of family dinners and discuss visiting grandparents.

Emphasize that people visit their grandparents on week-ends and special occasions (e.g., holidays, define holidays and vacations). Pack a suitcase for a trip to grandmother's house. Present pictures of clothing items. The teacher says "I'm going to take a trip to grandmother's and I'm taking a hat, a pair of shoes, a dress." Remove the pictures and have a child name the items named by the teacher. If the child is correct, she/he will "pack the suitcase" by showing two-three pictures and naming them. Have another child name the items after the pictures are removed. Let each child have a chance to pack the suitcase. To enhance difficulty, present and name more pictures for the children to remember.

MATERIALS: pictures of family gatherings, pictures of clothing items

SKILL AREA: Motor

LANGUAGE EMPHASIS: To introduce the concept of older/younger.

PROCEDURE: Let each child tell his/her age and discuss who is oldest and who is youngest. Explain that we count the years we have lived to determine our age. Explain that the more years lived, the older a person is. Emphasize that adults (parents/grandparents) are older because they have lived longer. Have a variety of pictures cut from magazines representing children and adults. Present two pictures and have the child choose the older person or the younger person. Have each child tell if the person is younger or older. In addition, prepare a ditto with pairs of young/old people and baby/adult animals. Have the children circle the younger of the pair.

MATERIALS: picture of young/old people, ditto, crayons

EXTENDED ACTIVITY:

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To emphasize numeral recognition.

PROCEDURE: On dittos, prepare a calendar sheet for each month. Have the children trace the name of each month. Discuss each month and the holidays that occur. Have the children circle the holidays in red. Discuss that these are times when families get together. Also emphasize Mother's Day, Father's Day and Grandparent's Day. Explain that these are times we thank our Mothers, Father, Grandparent's for all they do. Attach the pages to form a calendar.

MATERIALS: dittos, crayons

UNIT: Home

TOPIC: Rooms

VOCABULARY:

bedroom
bathroom
kitchen
living room
dining room
furniture
couch
sofa
divan
chair
table
end table
coffee table
night stand
desk
bed
dresser
chest of drawers
lamp
television
stereo
appliances
stove
refrigerator
dishwasher
freezer
utensils
can opener
silverware
cabinet
counter
shower
bathtub
sink
toilet
bathe
bath
rinse
brush
toothbrush
toothpaste
fireplace
hearth
mantle

carpet
rug
home
architect
design
contractor
build
wall
floor
ceiling
closet
window
door
apartment
traditional
mobile home
mountain
suburb
city
country
farm

TOPIC: Rooms

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the rooms in a house, their purpose, and the type furniture that belongs in each room.

PROCEDURE: Discuss the rooms in a house by asking the children to name the furniture, appliances, and other items found in a particular room. Discuss characteristics (i.e., sizes, shapes, colors and functions) of the items named. Use pictures of the rooms to stimulate discussion.

MATERIALS: pictures of rooms

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To teach the names of specific type dwellings.

PROCEDURE: Present pictures of different types of homes. Name the various homes (e.g., farm house, apartment, mobile home, traditional home, etc.) and discuss the unique characteristics of each. Have the children decide where each house might be located (farmhouse/farm; apartment/city).

MATERIALS: pictures of various dwellings (brick, wood, apartment, farmhouse, etc.)

SKILL AREA: Motor

LANGUAGE EMPHASIS: To strengthen vocabulary skills.

PROCEDURE: Have each child design and build a house from a shoebox. Ask each to design his/her house to match their own. Let the children draw doors, windows, curtains, etc. to form a house. Discuss the parts of a house, such as roof, windows, shutters, doors, siding, etc. Have each child describe the finished house. Discuss the differences in each house.

MATERIALS: shoeboxes, construction paper, crayons

TOPIC: Rooms

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the kitchen, its furnishings and activities.

PROCEDURE: Discuss the purpose of a kitchen (cooking, eating, cleaning) and the fixtures (table, sink, stove, refrigerator, counter). Promote further discussion by asking how each item is used. Have items or pictures of all the fixtures. Also show pictures of different kitchens to show that kitchens look different in different homes (color, layout, equipment, size).

MATERIALS: pictures of a kitchen, kitchen items or pictures of kitchen fixtures

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To teach measuring and sequencing skills.

PROCEDURE: Have the children make cookies from a simple recipe. Have the items pre-measured but tell the children how much of an item they are using. Explain each step. Let the children take turns pouring in ingredients, mixing and putting cookies on a cookie sheet. Turn on an oven and watch them bake. Talk about the steps involved in this activity and the actions as they occur.

MATERIALS: ingredients and utensils needed for baking cookies

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach the function of kitchen utensils and appliances.

PROCEDURE: Bring the children into a kitchen. Have many associated items on display. Hold up or point to an item in list A, then have a child tell an item that can be used with it in list B.

List A	List B
table	chairs
sink	sponge
stove	pot or pan
refrigerator	food
counter	cutting board
cabinets	canned goods or dishes
drawers	towels or silverware
towels	wet dishes
silverware	tray in drawer
soap	dish
dishwasher	dishes or soap
sponge	sink
can opener	can
oven	baking pan and meat
plates	food
glasses	drink
cups	coffee

There will be some overlap of items. Explain that some items are used with more than one thing. Have the children choose an item and tell what goes with it.

MATERIALS: items listed above

TOPIC: Rooms

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the differences in bedrooms and the names of bedroom furniture.

PROCEDURE: Ask the children to identify different kinds of furniture in a bedroom, giving the function of each (ex. sleep in a bed). Have them name different kinds of bedrooms (ex. baby's, child's, adult's) and emphasize the differences. Use pictures of the furniture to enhance the discussion.

MATERIALS: pictures of different bedrooms and of bedroom furniture

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To teach the discrimination of bedroom furniture from other kinds of furniture.

PROCEDURE: Present the children with a bag of dollhouse furniture and/or pictures of furniture. Have each child take a turn choosing an item and deciding which room it belongs in. Have the children place the item on large pictures of different rooms. If a large dollhouse is available have the children put the picture or item in the appropriate room. Include a few pieces of furniture from other rooms.

MATERIALS: dollhouse furniture and dollhouse or pictures of furniture and large pictures of rooms

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance categorization skills.

PROCEDURE: On a ditto draw pictures of bedroom furniture as well as kitchen and bathroom furnishings. Have the children draw a circle around the bedroom furniture. Have them name the bedroom furniture after completing the activity.

MATERIALS: ditto, crayons

EXTENDED ACTIVITY:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To strengthen new vocabulary; to enhance reasoning skills; to encourage verbalizations.

PROCEDURE: Play "I'm thinking of...". Describe bedroom furnishings (e.g., "I'm thinking of something we sleep on and it is the shape of a rectangle." "What is it?"; "I'm thinking of a place we put clothes." "We hang them in this place." "What is it?"). Have the children name the correct item. This game can be played utilizing other rooms and their furnishings.

MATERIALS: none

TOPIC: Rooms

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the fixtures in a bathroom and function of the bathroom.

PROCEDURE: Provide several pictures of bathrooms that show everything that is in the bathroom (shower, bath, sink, toilet, linen closet, medicine cabinet). Have the children name each item and talk about the use of each item.

MATERIALS: pictures of bathroom fixtures

SKILL AREA: Readiness: Pre-Science

LANGUAGE EMPHASIS: To emphasize body parts; to teach the concept of floating.

PROCEDURE: Introduce the bathtub and explain its function (to clean our bodies). Provide a small tub of water and a doll to bathe. Have each child take a turn bathing the doll. Have each name the part of the doll he/she intends to bathe. Introduce the concept of floating. Utilizing a rock and a rubber toy, explain that the rock is heavy and sinks and that the rubber toy is light and filled with air so it floats. Ask the children what other objects float or sink in water. Let them select objects within the room to place in the water to determine if they float or sink.

MATERIALS: doll, tub of water, objects that float and sink, wash cloth

SKILL AREA: Motor

LANGUAGE EMPHASIS: To increase verbal expression; to emphasize sequencing skills.

PROCEDURE: Provide a toothbrush, toothpaste, water and towels for each child that he/she can use each day. Talk about the importance of keeping clean. Have each child discuss his/her opinion of the reason for brushing teeth and of keeping clean. Teach them the steps involved in brushing teeth: (1) wet toothbrush;

(2) put toothpaste on the brush; (3) brush up and down; (4) rinse brush; (5) wash mouth; (6) dry face. Have the children repeat the steps in appropriate sequence. Have them name other activities for keeping clean (i.e., bathing, brushing hair, washing hair, etc.).

Expand this activity by asking the parents to put a chart up at home that they will check each time the child brushes his/her teeth in the morning and before bed. Keep a chart in school for the times children brush their teeth there (i.e., after lunch, after snack).

MATERIALS: toothbrushes, toothpaste, towel, poster board

EXTENDED ACTIVITY:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the importance of cleanliness skills; to encourage verbal expression.

PROCEDURE: Make a "Keeping Clean" booklet. Have the children name the activities they perform to keep clean (e.g., bathing or showering, brushing teeth, washing hair, combing/brushing hair, etc.). Have each child draw a picture of each activity. The teacher can write the child's description or impression of the activity on each page. When completed, attach the pictures to form a book. Send the booklets home and encourage the children to discuss the pictures with their parents.

MATERIALS: construction paper, crayons

TOPIC: Rooms

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the purpose of a living room and the furniture commonly found there.

PROCEDURE: After discussing the purpose of a living room, have the children design and decorate a living room. Provide furniture magazines for the children

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to cut out appropriate living room furniture. Have the children paste the pictures on paper to decorate a living room. As they are cutting and pasting the furniture ask questions about the function of each item.

MATERIALS: furniture or home magazines, scissors, paste, large piece of poster board or butcher paper

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To teach grammatical closure skills.

PROCEDURE: Provide pictures of living room furniture to be grouped as singular/plural (example: 1couch/2 couches; 1 lamp/2 lamps). The children will match singular items to plural items then state what they see using the phrases: "Here is one ______; here are 2_____s/es".

MATERIALS: duplicate pictures of living room furniture

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach the differences between rooms and the function of each room.

PROCEDURE: Each child will have several pieces of construction paper with 3 holes punched in the left-hand side so that the pages can later be attached with string to make a book. Put the name of each room to be represented at the top of each page. Provide magazines with pictures of furniture and rooms in a house. The children will cut out and glue pictures on the appropriate page.

MATERIALS: paste, construction paper, yarn, furniture or home magazines, scissors

UNIT: Home

TOPIC: Household Chores

VOCABULARY:

chores
responsibility
broom
dust pan
mop
pail
detergent
dish pan
dish towel
polish
dust cloth
vacuum cleaner
sweep
sweeping
mopping
washing
dusting
vacuuming
garbage/trash
utensils
setting the table
clearing the table
plate
cup/glass
spoon
napkin
fork
knife
laundry
washing
rinsing
sorting
dirty
clean
light
dark
making the bed
pillow
pillowcase
sheet
blanket
beside
under
on
mower
mowing
rake
raking
building
hammer
hammering
saw
sawing
paint brush
trimming
painting

TOPIC: Household Chores

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept of household chores.

PROCEDURE: Explain that household chores are the responsibilities of family members and families share chores in order to help each other and to keep the house operating smoothly. Using pictures briefly discuss the chores done around the house such as sweeping, mopping, vacuuming, dusting, bed making, etc. Also discuss outside chores, raking, painting, building, mowing. Have each child tell about the chore he/she does at home.

MATERIALS: pictures representing household chores

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To teach the names of household cleaning items and the chore associated with each item; to emphasize action verbs such as mopping, sweeping, dusting, etc.

PROCEDURE: Present the objects utilized in completing household chores (i.e., dusting/dust cloth, polish; sweeping/broom, dustpan; mopping/water, soap, pail, mop, etc.). Discuss each item having the children identify the object by naming and telling how it is used. Place the objects used for one chore together and let the children rotate between each area allowing each the opportunity to utilize the objects. Have the children tell what they are doing, "I am sweeping", "I am washing dishes.", etc.

MATERIALS: objects used in household chores

SKILL AREA: Motor

LANGUAGE EMPHASIS: To reinforce the names of household chores and the items associated with each.

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PROCEDURE: In a column on the right side of a ditto, draw pictures of household chores (e.g., unmade bed, sink with dishes, dirty floor, dusty table, etc.). In a column on the left side, randomly draw the items used for these chores. Have each child draw a line from the item on the left to the corresponding chore on the right.

MATERIALS: ditto, crayons or pencils

TOPIC: Household Chores

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the household chores performed in the kitchen.

PROCEDURE: If possible let the children go to the kitchen and have each name a chore that is done in the kitchen. Emphasize shopping, cooking, setting and clearing the table, washing and drying dishes, putting the dishes away, sweeping and mopping. Have pictures to illustrate these chores if a kitchen is not available. Have a simple recipe illustrated on poster board. Have the children assist in measuring and mixing the recipe. While the food is cooking, carry out the activity below.

MATERIALS: picture of kitchen chores, poster board, ingredients and utensils for recipe

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To emphasize the names of eating utensils (i.e., spoon, fork, knife); to emphasize the prepositional concepts on, under, beside.

PROCEDURE: Have each child set his/her place at the table. Present each eating utensil (plate, glass/cup, spoon, fork, knife, napkin) and have the children name and tell its function. Prepare a placemat for each child by drawing an outline of each utensil on construction paper. Cover the mat with clear contact paper so they can be used repeatedly. Demonstrate how to set a table using the outlines as a guide. Let each child set his/her own place. After each child can set the table correctly by matching, have him/her attempt to set it without the placemats as guides. Emphasize where each item belongs (e.g., fork beside the plate; napkin under the fork, etc.). Let the children eat what they cooked in the above activity.

MATERIALS: construction paper, contact paper, eating utensils

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance the vocabulary associated with kitchen household chores; to enhance sequencing skills.

PROCEDURE: Assign the children specific tasks for clean-up (e.g., clearing the table, washing the dishes, drying the dishes, putting the dishes away, emptying the garbage, sweeping the floor). After completing the tasks, have the children discuss what each did. Have each draw a picture of his/her chore. On sheets of poster board, group the pictures according to chores (i.e., pictures of clearing the table on one poster, pictures of dish washing on another, etc.). Let the children tell which poster should [illegible] hung first (clearing the table), second (dish washing), third (dish drying), etc.

MATERIALS: poster paper, crayons, construction paper, paste

TOPIC: Household Chores

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the names of chores in the bedroom.

PROCEDURE: Have each child name the chores he/she does in the bedroom. Include in the list bed making, putting toys away, hanging clothes, putting dirty clothes in the hamper, dusting, sweeping or vacuuming. Stress the importance of each child doing his/her chores to help the family. Prepare a ditto with the chores illustrated in the left-hand column. At the top write the days of the week. Explain to each child that his/her parents should put a star beside the chore he/she completes and this will be a record of his/her work. Send this checklist home with a note attached asking each parent to aid the child in learning to complete the chores. Ask the parents to return the checklist on a specific day, so the children can discuss the chores each has completed. Discuss how many each child has completed, on which days, etc. Continue to send the checklists home if the parents find this aids completion of the tasks.

MATERIALS: ditto

SKILL AREA: Readiness: Pre-Science

LANGUAGE EMPHASIS: To teach the concepts of clean/dirty and light/dark.

PROCEDURE: Have the children select either the clean or dirty article of clothing from several pieces (clean sock/dirty sock; clean shirt/dirty shirt, etc.) when the teacher says "Give me the clean/dirty sock." Discuss what makes clothing dirty (e.g., soil, food stains, perspiration, etc.). List the steps used in washing clothes: sorting, putting in washer, adding soap, turning on machine. Emphasize that clothes are sorted into light and dark piles to minimize fading. If possible show clothing that has faded. Have the children sort a group of clothes into light/dark stacks.

MATERIALS: clean and dirty clothes, light/dark clothes

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the names of items used in performing household chores; to enhance categorization skills.

PROCEDURE: On a ditto, draw items used to complete household chores (broom, mop, dust pan, cloth, etc.). Also include items that are not used in completing household chores (e.g., cup, lamp, television, etc.). Have the children circle the items that are not used for completing household chores. Have the children name the items that are used to perform household chores.

MATERIALS: ditto, crayons

EXTENDED ACTIVITY:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce outdoor household chores; to enhance creative expression.

PROCEDURE: Discuss the chores performed outside (mowing, raking, trimming the shrubs, painting, hammering, sawing, feeding pets, watering plants.) Have pictures to illustrate each activity and have the children name the activity when the teacher asks, "What is he/she doing?". Play charades with the children. The teacher whispers to each child an outside chore to demonstrate Each child acts out the chore and the other children name what he/she is doing.

MATERIALS: pictures of outside chores

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach action words (i.e., hammering, beating, sawing, screwing).

PROCEDURE: Let the children build. Have the children take turns hammering nails into a board, sawing, screwing nuts and bolts together, etc. Encourage the children to discuss what they are doing. Emphasize counting the number of nails hammered or the pieces of wood cut. Emphasize the concept of whole pieces versus half pieces, thirds, etc.

MATERIALS: saw, nails, hammer, nuts and bolts, wood, table

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the names of household chores and the places in which these chores are performed.

PROCEDURE: Draw a large frame of a house showing different rooms in the house and outside areas. Have each child draw or cut out a scene depicting a household chore being done inside or outside. Paste each scene in the appropriate areas on the house outline. Have each child describe his/her picture.

MATERIALS: paper, crayons, magazines, scissors, paste

UNIT: Home

TOPIC: Foods

VOCABULARY:

meat
fish
vegetable
bread
fruit
dairy
taste
texture
smell
cow
beef
veal
hamburger
ground
steak
pig
roast
pork
chop
ham
bacon
sausage
hot dog
poultry
chicken
turkey
duck
goose
shrimp
cat fish
flounder
cod
perch
lamb
seeds
vine
sprout
green
leafy
yellow
beans
peas
corn
carrot
lettuce
spinach
broccoli
cauliflower
potato
cucumber

milk
egg
yolk
cheese
cottage cheese
ice cream
buttermilk
yogurt
butter
churn
wheat
enriched
white
bleached
flour
grain
yeast
loaf
biscuit
dough
roll
corn meal
sandwich
cereal
rice
noodles
orange
grapefruit
apple
peach
banana
grape
tomato
tangerine
apricot
peel
rind
raw
cook
bake
broil
fry
heat
mix
oven
measure
pour
recipe
frozen
liquid

solid
nutritious
protein
vitamins
minerals
grocery
section
aisle
shop
buy
pay
change
sweet
sour
salty
spices
flavor
juicy
cookie
cake
pie
pudding

TOPIC: Foods

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the importance of food.

PROCEDURE: Discuss the reasons we eat food, the kinds of foods (meats, vegetables, breads, etc.) and how foods differ (color, taste, texture, smell). Show actual foods or pictures of different kinds of foods.

MATERIALS: picture poster depicting the four food groups, actual foods

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To teach the importance of eating good foods.

PROCEDURE: Discuss foods that are good for us to eat. After discussing several nutritious foods, i.e., telling what they look like, how we cook them, and where they come from, have each child find a picture of one of the foods or draw it. Paste each picture on the poster, writing the name of the food on the poster and spelling aloud the word as you write it.

MATERIALS: poster board, magazines or blank pieces of paper for drawing, crayons, glue, magic marker

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach the concept of buying food; to introduce new vocabulary associated with foods.

PROCEDURE: Using canned goods, boxes of food and pictures of perishable food items, set up a grocery store with aisles by putting the tables in a row. Label each aisle with the names of the foods that are found there (such as fruits, vegetables, breads, cereals, meats, frozen foods, dairy items). Give each child enough play money to buy several items. Have the child find and name the items she/he wishes to purchase.

MATERIALS: canned goods, vegetables, fruits, breads, cereals, meats, frozen foods, dairy items or pictures of the above foods, tables, play money, baskets or bags for carrying purchased food

TOPIC: Foods

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To enhance the concept of vegetables and their nutritional value.

PROCEDURE: Ask the children to name as many vegetables as possible. Showing real food and/or pictures to the children will reinforce their responses. Also discuss the following concepts: the importance of vegetables (vitamins C and A); manner of growth (trees, vines, underground); characteristics of vegetables (size, shape, color, and taste).

MATERIALS: real vegetables and/or pictures of vegetables

SKILL AREA: Readiness: Pre-Science

LANGUAGE EMPHASIS: To emphasize the names of parts of plants and the importance of each part.

PROCEDURE: Have the children help cut off the top third of a sweet potato (or it can be left whole) and set it in water to root. To do this, make a cardboard collar to hold the potato or put toothpicks into the potato to make a ledge to support it as it rests on the rim of a container filled with water. Examine the potato daily and discuss its growth.

MATERIALS: sweet potato, toothpicks or cardboard, jar, water

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach the action verbs cut, peel, slice; to emphasize the concepts of texture, appearance and taste of vegetables.

PROCEDURE: Give the children some vegetables that need peeling and/or cutting. With close supervision, let the children prepare the food in order to make a salad. While children are cutting and peeling, talk about what the vegetables look like, how they feel, and how they taste. Serve the salad for snack or lunch.

MATERIALS: knife, peeler, bowl, cutting board, salad items (i.e., lettuce, cucumber, tomato, carrots)

TOPIC: Foods

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the difference in tastes of a variety of fruits.

PROCEDURE: Provide many different samples of fruit for the children to taste. Put the pieces in dishes on a table and have a tasting party. Be sure to talk about the way each one tastes, the way it looks, the way it feels in your mouth, if it's dry or juicy, if it has a skin to peel, if it divides into sections or do you cut it into slices yourself. Have pictures of the many ways you can prepare different fruits.

MATERIALS: different kinds of fruits in small bowls, pictures of fruit

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To teach the numbers one through ten.

PROCEDURE: Make ten trees with a number of apples (one through ten) traced on each. Also make corresponding cards numbered one through ten. Have the children match the number card to the tree with the same number of apples (card #8 will match the tree with eight apples). This activity can be done with other fruits or vegetables.

MATERIALS: ten construction paper apple trees, ten number cards

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance sequencing skills; to teach action verbs such as peeling, paring, cutting, etc.

PROCEDURE: Utilizing frozen pie crust(s), let the children help prepare fruit to make a pie (apples are a good choice for this activity). Use a recipe chart illustrating steps involved i.e., buying apples, peeling apples, cutting apples, putting in pie shell, etc. Give each child a peeled and cored apple to cut into chunks with a table knife. Let the children place their apple chunks in the pie shell, then help sprinkle on cinnamon and sugar and dot with butter. The teacher should add a top crust and bake the pie. Serve the pie (with or without ice cream) for dessert at lunch.

MATERIALS: ready-made pie crust, apples for each child (already peeled and cored), table knives

TOPIC: Foods

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the differences between types of breads, cereals, and other grain products.

PROCEDURE: Provide samples of different kinds of breads and cereals for the children to compare, taste and feel (for example: white, whole wheat, rye, pumpernickel, other foreign breads; sugared and unsugared cereals; variety of noodles, rice, etc.). This is a good activitiy for using real food since noodles, rice, bread, cereal, etc. can be easily stored. Discuss the similarities and the differences between the foods in this group: they are all starches; they are made of different grains; some are made with flour; some breads have yeast to make them rise while others do not (e.g., matzo, found in large grocery stores and delicatessans); and they are different sizes and shapes.

MATERIALS: breads of different types, rice, noodles, cereals of different types, whole grains

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To teach the concept of measuring and to emphasize action verbs associated with cooking (i.e., cutting, stirring, pouring, etc.).

PROCEDURE: Explain to the children that they are going to make muffins. Ask them to tell you what is needed first before you start putting the ingredients together (a recipe). Have the steps in the recipe written and illustrated with pictures on a poster board. Go over the steps. Have enough materials so each child can measure, pour or mix in an ingredient. When all the ingredients are mixed, have the children pour into muffin tins and bake. Let each child taste the finished product. Talk about each step in preparation and baking as you make the muffins.

MATERIALS: muffin or biscuit recipe, mixing bowl, measuring cup and spoons, muffin tin or cookie sheet, toaster oven or stove

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the names of foods in the bread and cereal group.

PROCEDURE: Have each child draw a picture of a food in the bread and cereal group that he/she likes. Decorate by gluing materials related to the bread and cereal food groups (i.e., flour, rice, corn, oatmeal, noodles, etc.) on each picture.

MATERIALS: paper, crayons, glue, a variety of the following items: flour, rice, corn, oatmeal, noodles, etc.

TOPIC: Foods

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the names and origins of foods included in the meat group.

PROCEDURE: Have the children help you list all foods usually included in the "meat" group: beef, pork, poultry and fish. Present various pictures of each and discuss the animal from which each comes. Also discuss different ways these foods can be prepared.

MATERIALS: pictures of meats and pictures of the different animals from which we obtain meat

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To teach association of specific meats with the animals from which they come.

PROCEDURE: Present pictures of different meats and pictures of the animals from which they come. (Real food may be used if desired). Have the children match the food with the corresponding animal.

MATERIALS: pictures of meat, poultry, and fish and pictures of animals for which the foods in the meat group come

SKILL AREA: Motor

LANGUAGE EMPHASIS: To expand vocabulary associated with cooking; to develop concepts of cooked verses raw foods.

PROCEDURE: Let the children make meatballs from a simple recipe. Let each child take a turn measuring and mixing the ingredients. Talk about the difference between meat and vegetables (where they're grown, how you cook them, taste, nutrition, food groups) and the difference between the way the meatball mixture feels before and after it is cooked.

MATERIALS: ingredients and utensils needed to make meatballs

TOPIC: Foods

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the names and origin of foods included in the dairy group.

PROCEDURE: Have the dairy products and/or pictures of the products available. Have the children help you name all the dairy foods, such as milk, cheese, eggs, ice cream, butter, etc. Discuss each as to the texture, taste, origin or how it is made. Let the children taste each food if possible.

MATERIALS: actual dairy foods, pictures of each food in the dairy group, pictures which depict how each is made or from where it comes (i.e., cow, pictures showing churning process, etc.)

SKILL AREA: Readiness: Pre-Science

LANGUAGE EMPHASIS: To teach the children how heat changes the properties of food.

PROCEDURE: Discuss with the children different ways one can cook eggs and why different ways of cooking eggs makes them different (texture, shape, color, solid vs. semi-solid). Have pictures of scrambled eggs, hard boiled eggs, etc. Discuss with them the differences and similarities between hard boiled eggs and raw eggs (i.e., color, shape, weight, etc.). Following this discussion let the children boil eggs. Let each child help with the cooking process. Several children can pour prepared cups of water into the pot, others can put the eggs in the pot, and one can turn on the stove or hot plate. While the eggs are cooking talk about how the heat from the burner makes the water boil and, therefore, the eggs cook. When the cooking is completed, the children can make egg salad which can be eaten for lunch, or they can simply eat the eggs for snack.

MATERIALS: eggs, pots, water, plate, eating utensils, stove, bowl, mayonnaise (for making egg salad -- optional)

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach measuring concepts; to enhance problem solving skills; to emphasize action verbs such as pouring, stirring, blending, etc.

PROCEDURE: Make a milkshake by putting the following ingredients in a bowl and beating: milk, ice cream, raw egg (optional), malt (optional, this will add thickness to your shake). Beat with an electric mixer or place in a blender if available. Give each child a chance to pour an ingredient or mix them together. Give each child a chance to try his own milk shake. Talk about what you are doing at each step and how each ingredient adds to the whole. Provide a poster with the ingredients and the steps (recipe) on it.

MATERIALS: bowl, mixer (or blender), milk, ice cream, raw egg (optional, for thickness and taste), cups, straws, spoons

EXTENDED ACTIVITY:

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach the categorization of foods into appropriate groups.

PROCEDURE: Give the children magazines with pictures of foods. Have them cut out foods to go with each food group and paste the pictures on construction paper. Punch 2 holes in each piece of construction paper. Put the pages together and tie with yarn to make a book. Label each page with the name of the food group represented. Have four posters already made with pictures from each of the four food groups. So the children will have a model. (The four food groups are meat; bread and cereal; fruits and vegetables; dairy.)

MATERIALS: magazines with pictures of foods, construction paper, paste, hole puncher, yarn, scissors

UNIT: COMMUNITY HELPERS

UNIT: Community Helpers

VOCABULARY:

policeman
policewoman
police officer
police station
jail
badge
holster
gun
siren
aiding
protect
helping
stealing
robbing
accident
emergency
safety
doctor
nurse
hospital
uniform
stethoscope
head mirror
bandage
medication
sickness
stomach ache
broken
fractured
profession
round
match
teacher
school
classroom
desk
blackboard
chalk
book
ruler
flag
crayons
pencil
globe
apple
attendance
helping
teach
darkly
scraping
fireman
firewoman
fire station
engine
hose
ladder
whistle
fire
wires
drill
flames
cords
red
smoking
frayed
loose
safety
postman
postwoman
post office
letter
envelope
mail
air mail
stamp
mail chute
mail bag
address
zip code
lick
mailing
stick

TOPIC: Community Helpers

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce new vocabulary associated with community helpers.

PROCEDURE: Talk about community helpers emphasizing that these are people who make our world a safer, happier place to live. Present pictures of community helpers and name each one as it is presented, then have the children identify the pictures by pointing and by naming.

MATERIALS: pictures of policeman/woman, fireman/woman, doctors, teachers, nurses, and postman/woman

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To emphasize the names of community helpers and to increase auditory memory skills.

PROCEDURE: Make a tape recording of people saying things related to specific professions, e.g., for a police officer, one might record the phrase, "I'm sorry ma'm, but you shouldn't speed." (Do not put the word "policeman" on the tape recording.) Play the phrase twice and let the children guess the name of the community helper. Display the pictures of the community helpers so that the children can identify them easily.

MATERIALS: pictures of community helpers, tape recording

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance auditory memory skills; to teach the identification of colors.

PROCEDURE: Make three different dittos. Draw three figures on each ditto, one representing a community helper and two other figures, (indicate the community

PROCEDURE: Have the children make a card by folding a piece of construction paper in half. Have them decorate the front with a policeman/woman. On the inside have each child draw a picture of one thing a policeman/woman does. Print on the card what action the child has drawn. This is something that the children can take home to show what they are learning.

MATERIALS: construction paper, crayons

EXTENDED ACTIVITY: Five year olds

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To enhance creative skills; to enhance new vocabulary and concepts; to strengthen visual memory skills.

PROCEDURE: Divide children into several small groups. Within groups assign a pair of children some police activity to pantomine (act out). Use props (materials). Let other children identify the activity being acted out.

MATERIALS: props associated with the police

SUGGESTIONS FOR ADDITIONAL ACTIVITY:

1. Have a policeperson visit the room or arrange to visit a police station.

TOPIC: Community Helpers

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept of fireman/woman and the vocabulary associated with this community helper.

PROCEDURE: Read a story about a firefighter. Discuss what a firefighter does, e.g., puts out fires, saves houses and people, etc. Show pictures and talk about equipment and safety rules.

MATERIALS: pictures from the book and/or flannel board pictures, pictures of fire safety rules

SKILL AREA: Readiness: Pre-Reading and Pre-Writing

LANGUAGE EMPHASIS: To strengthen visual discrimination skills; to enhance new vocabulary skills.

PROCEDURE: Draw a firefighter on the left side of a ditto. On the right side draw equipment for a firefighter and equipment used by other community helpers. Instruct the children to circle and color only the firefighter's equipment.

MATERIALS: ditto, crayons

SKILL AREA: Motor

LANGUAGE EMPHASIS: To strengthen vocabulary skills; to enhance creativity.

PROCEDURE: Discuss possible fire safety rules - repairing loose and frayed wires, properly storing rags, never playing with matches. Have the children draw a picture representing one of the rules and discuss the rule.

MATERIALS: paper, crayons, paints, felt tip markers, pencils

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

1. Visit a fire station.
2. Show a film strip or movie that includes firemen/firewoman.
3. Go through a fire drill routine. Let the children take turns being captain and leading the other children.

TOPIC: Community Helpers

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept of doctor; to teach new vocabulary.

PROCEDURE: This is a good time to give small children a positive attitude toward doctors since often they may be scared. Show a picture of a child who is sick. Show a picture of a smiling, happy doctor and ask the children "Who can make this little boy or girl feel better?" Discuss the things a doctor does. This is an excellent time to stress medication safety.

MATERIALS: picture of a doctor and items associated with a doctor

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To improve listening skills; to enhance concept of doctor; to enhance auditory association skills.

PROCEDURE: Read out situations such as: "A girl fell down and broke her leg. Who would help her?" (Doctor). "A house caught on fire. Who would help?" (Firefighter). The children should give the answers. It is not necessary to use only the community helpers already talked about, but be sure to include many things only a doctor could do.

MATERIALS: none

SKILL AREA: Motor

LANGUAGE EMPHASIS: To expand the concept of doctor; to emphasize associated vocabulary.

PROCEDURE: Make head mirrors. Have each child cut a strip of paper three inches wide and a round circle of aluminum foil. Attach the circle to the strip of paper. Measure the strip of paper so that it fits around each child's head and attach securely.

MATERIALS: construction paper, glue, scissors, aluminum foil

TOPIC: Community Helpers

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept of postman/woman or mailman/woman; to introduce new vocabulary words.

PROCEDURE: The teacher should show an envelope that he/she has received and ask the children if they know who brought it. Show a picture of a postman/woman to stimulate discussion of what a postman/woman does and what his/her equipment is. Use as many pictures as possible.

MATERIALS: pictures of the following: postman/woman, postal truck and jeep, letters, packages, bag, uniform, stamps

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To enhance the number concepts one through five; to teach matching of like sets.

PROCEDURE: On the left side of a ditto draw sets of postmen/women (in groups varying in number from one to five). On the right side, draw sets of envelopes representing letters (also in groups of one through five). Have each child count the number of postmen/women in the sets on the left and draw a line to the set on the right that contains the same number of letters. Substitute the numerals (1-5) for the sets on the right. Then have the children draw a line from the set of postmen/women on the left to the correct numeral on the right representing the set.

MATERIALS: crayons, dittos of groups of postmen/women and letters

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance the concept of postman/woman and mailing.

PROCEDURE: Let each child draw a picture of the postman/woman delivering mail. Have them put it in an envelope and mail it to the child's parents. Include a letter telling what the children have been doing. Encourage the parents to discuss with their child how the mail got there, etc. and to ask questions about what the children have learned.

MATERIALS: construction paper, envelopes, paints, crayons, pencils

SUGGESTIONS FOR ADDITIONAL ACTIVITY:

1. After finishing the letters in the above activity visit a post office. Let each child purchase a stamp, affix it to the envelope, and drop it in the mail slot. Tour the post office if possible.

UNIT: Community Helpers

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept of teacher; to teach new vocabulary.

PROCEDURE: Play a guessing/clue game with the children. Hold up a book, chalk, a ruler, and an attendance sheet and emphasize to the children who uses these. Discuss the responsibilities of the teacher (i.e., helps us to learn new things, helps us understand ourselves better, helps us feel better about ourselves). Encourage the children to join in the discussion.

MATERIALS: picture of a teacher; book, chalk, attendance sheet, ruler, glove, and other objects representative of a teacher or classroom

SKILL AREA: Readiness: Pre-Reading and Pre-Writing

LANGUAGE EMPHASIS: To strengthen new vocabulary; to improve visual closure skills.

PROCEDURE: On the left side of a ditto draw parts of the following objects associated with a teacher: an apple, a piece of chalk, a globe, a book, a pencil. On the right side, draw the complete objects (draw these objects in a different order from the left side). Have the children connect the parts of the objects to the complete objects by drawing a line from the left to right side.

MATERIALS: dittos with complete and incomplete objects, crayons

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance the concept of teacher; to encourage use and understanding of new vocabulary.

PROCEDURE: Have the children draw a picture of their favorite teacher. After coloring the picture heavily in various colors, color the entire picture heavily with a black crayon. Then with a plastic picnic knife have each child scrape away the black to find the picture underneath.

MATERIALS: crayons, paper, plastic picnic knives

SUGGESTIONS FOR ADDITIONAL ACTIVITY:

1. For review, repeat the phrase identification activity from the introduction to Community Helpers. Play the tape and have the children identify the community helper described by the phrase.

UNIT: Animals

TOPIC: Farm

VOCABULARY:

milking
cow
dairy
crop
grow
corn
mold
roll
barn
silo
hay
straw
farmer
tomato
clay
field hand
worker
wife
foreman
children
puppet
straw hat
overalls
make-believe
acting
search
select
chicken
chicks
hen
rooster
turkey
pig
hog
piglet
horse
pony
colt
bull
calf
goat
kid
sheep
lamb
sloppin'
ducks
feed
dog
puppy
cat
kitten
baby
different
old
young
snout
horn
curly
big
medium
little
large
small
cooked
steak
hamburger
roast
pig
ham
bacon
pork chops
eggs
fried
sausage
fragile
fluffy
yellow
peck
incubate
incubator
incubating
warm
hatching
birth
careful
white
soft
hard
moist
wet
dry
path
trace
mosaic
coat
animal
barn
stall
dog house
coop
shell
crack
yolk
scrambled
raw
boiled
boil
scarecrow
crow
scare
frighten
alive
real
matching
find
protect
garden
circle
square
boiling
butter
margarine
salt
pepper
invite
husk
shuck
corn silk
harvest
clean
scrape
cob
festive
leaves
kernel
stalk
decorate
pot

TOPIC: Farm

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the concept of farm life and related vocabulary.

PROCEDURE: Show a picture of a farm family. Have the children attempt to tell what each member does on the farm. For the younger children the teacher would probably need to give this information in simple terms. Assign different jobs for the children to pantomine, e.g., collect eggs, hoe, plant seeds, drive a tractor, etc.

MATERIALS: picture of farm family

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To further enhance the vocabulary associated with a farm.

PROCEDURE: Give each child a ditto prepared as follows: draw a farmer at the tip of the page; divide remainder of the sheet into fourths. Each quarter section should contain the figures of one farmer and three other farm characters. Instruct the children to find and circle the farmer.

MATERIALS: dittos with farmers and other farm related pictures, crayons

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance understanding of the jobs of a farmer; to improve expressive language skills.

PROCEDURE: Make puppets from popsicle sticks and paper clothes to represent a farmer. Each child should be given two popsicle sticks. Glue and/or tie these securely to form a cross. Have the children glue precut overalls, hats, and a face onto the cross. (The older children can draw a face on the circle first.) Have each child use his/her puppet to act out jobs a farmer might do telling as much about the job as possible.

MATERIALS: popsicle sticks, overalls and hats made from construction paper, or cut from a catalogue, paper circles (for face), glue, string

TOPIC: Farm

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce new vocabulary associated with the farm.

PROCEDURE: Discuss growing crops as one function of a farm. Then demonstrate how to shuck corn and supply each child with a piece of corn to clean over newspaper. If this is not possible, the teacher should demonstrate corn schucking and let the children touch all the parts as they are named. Show a picture of corn growing on the stalk, point to each part and let the children help name it.

MATERIALS: corn and picture of corn growing

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To improve auditory memory; to teach new vocabulary.

PROCEDURE: Cook corn-on-the-cob. First, discuss the steps in boiling corn illustrating with a recipe poster; as the actual process is demonstrated, have the children tell what to do at each step. Eat the corn for lunch.

MATERIALS: pot of water, corn, dash of salt and sugar, margarine

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance the use of new vocabulary.

PROCEDURE: Provide the children with yellow construction paper with a corn cob outlined on it. Have the children cut out the corn shape. Provide green construction paper already cut in the shape of leaves for the children to glue on the cob. The teacher should make several stalks from green construction paper for the bulletin board or wall and tape each child's cob to the stalks creating a corn field. (Add crows and/or scarecrow for effect.)

MATERIALS: construction paper (green and yellow), crayons, scissors, tape

TOPIC: Farm

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To expand vocabulary; to introduce the concept of a scarecrow.

PROCEDURE: Show a picture of a scarecrow. Discuss what a scarecrow is and its purpose. Ask children if the scarecrow is real; point out why it is not human.

MATERIALS: picture of a scarecrow

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To improve reasoning skills; to further develop the concept of the scarecrow.

PROCEDURE: Hold up a picture of a scarecrow or present a flannel board figure. Show different kinds of vegetables and birds. Children should be able to tell which items the scarecrow protects (vegetables/plants) and which ones it scares away (birds).

MATERIALS: picture or flannel figures of a scarecrow, plants, flannel board, birds

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance new vocabulary while increasing visual discrimination skills.

PROCEDURE: Give each child a piece of paper or ditto on which an outline of a scarecrow's body has been drawn. Have the children select separate construction paper cutouts of a face, a hat, overalls, and shoes to glue on the appropriate places on the scarecrow outline.

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MATERIALS: dittoed sheet with outline of scarecrow, construction paper items: face, hat, overalls, shoes, glue

SUGGESTIONS FOR ADDITIONAL ACTIVITY:

1. Visit a farm or a dairy.

TOPIC: Farm

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To expand the concept of the farm.

PROCEDURE: Read a book about a farm. Point out the people and animals who live on the farm and discuss the crops.

MATERIALS: suggested books:

Tensen, Ruth. Come to the Farm. New York: G.P. Putnam's & Sons, 1958.

Tresselt, Alvin R. Wake Up Farm. New York: Lothrop, Lee & Shepart, 1955.

Collier, Ethel. I Know a Farm. Reading, Mass.: Addison-Wesley, 1960.

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To increase vocabulary; to enhance visual memory skills.

PROCEDURE: Have several flannel board figures representative of a farm: cow, pig, corn, scarecrow, farmer, chicken, tomato, horse. Place the figures in a row on the flannel board and name them. Have the children close their eyes while the teacher removes one figure. The children should then open their eyes and name the missing figure. Repeat the activity several times removing different figures. Depending upon developmental level of the children, the teacher may use more or fewer items.

MATERIALS: flannel board, flannel figures

SKILL AREA: Motor

LANGUAGE EMPHASIS: To encourage the use of new vocabulary.

PROCEDURE: Provide each child with a small amount of clay or playdough. Instruct them to make a farm animal. Display pictures of some farm animals for the children to refer to while they are making their farm animal. Allow the clay to harden so that the children can take the animal home and discuss it with their parents and friends.

MATERIALS: clay/playdough, pictures of animals

TOPIC: Farm

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce vocabulary associated with farm animals.

PROCEDURE: Show pictures of farm animals, naming each one and discussing some characteristics of each, i.e., the sound made by the animal, the size of the animal, what it eats, etc. Mix the pictures up and present them again asking individual children to name the animals. Sing "Old McDonald Had a Farm."

MATERIALS: pictures of farm animals

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance the use of vocabulary associated with the farm.

PROCEDURE: Cut oatmeal boxes in half lengthwise (barrel shaped) and give one half to each child to make a pig. Tape a round piece of construction paper over the open half-end for the pig's face. Glue construction paper cutouts for the face (eyes, snout, mouth) on the circle. Using "curly" gift wrap ribbon, tape it on the opposite end for a tail. The body of the box may be covered and decorated.

MATERIALS: oatmeal boxes cut in half lengthwise, ribbon, crayons, construction paper, glue

EXTENDED ACTIVITIES:

SKILL AREA: Motor

LANGUAGE EMPHASIS: To expand new vocabulary and concepts concerning farm animals.

PROCEDURE: Play music for the children to dance like different farm animals and to make noises like the animals. Aides should prompt the children and encourage them to participate.

MATERIALS: record, record player

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To increase auditory association skills.

PROCEDURE: Play a tape of different animal sounds and ask the children to identify the animal they heard. Have the pictures of the animals on display to aid the children in correct identification. As alternatives, the teacher may either make the animal sounds for the children to identify, or use Mattel's "Farmer Says" "See and Say" Wheel.

MATERIALS: tape recording or Mattel's "See and Say" wheel, pictures of farm animals

TOPIC: Farm

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach the foods which come from animals; to introduce the concept of meat.

PROCEDURE: Show some pictures of cooked foods which come from animals. Then show pictures of animals and discuss the many foods that come from each animal (e.g., cow: steak, hamburger, roast, milk; pig: sausage, bacon, pork chops, etc.). The teacher will place the food pictures on the table or chalk-rail, then hold up an animal picture. The children must choose all the foods which come from that animal. The children will name the foods as they are selected. Later, the children should be asked, "Tell me the foods that come from the pig, cow, etc."

MATERIALS: pictures of farm animals and of the foods which come from them

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To reinforce the concepts of food origins.

PROCEDURE: On the left side of a ditto draw animal pictures. On the right, randomly draw the foods that come from these animals. The children must draw a line from the animal to the cooked food that comes from the animal, i.e., cow: roast, hamburger, steak, milk; chicken: eggs, fried chicken; pig: bacon, pork chops, sausage, ham, etc.

MATERIALS: ditto with pictures of farm animals and the foods they produce, crayons or pencils

SKILL AREA: Motor

LANGUAGE EMPHASIS: To teach the comparatives big, medium, small.

PROCEDURE: Cut out three pictures of the same animal ranging in size from large to medium to small. Arrange each set of pictures on a table so that each child can select by name the set of animals he/she wants. The children should glue the animals on paper in order left to right (big/large, medium, little/small). Initially, the teacher should have outlines of the animals drawn on paper. After the children understand the concept, have them glue the animals in order without using outlines as a guide.

MATERIALS: large, medium and small pictures of different animals, paper with outlines of large, medium, small animals, glue

TOPIC: Farm

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce additional vocabulary associated with the farm.

PROCEDURE: Discuss the process involved in hatching an egg. Show the children a picture of a hen in a nest. Explain that the mother keeps the egg warm allowing it to grow inside the shell. When the chick is ready to be born, it breaks the shell and comes out. Have the children describe the process.

MATERIALS: picture of mother hen sitting on a nest

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To enhance auditory discrimination skills; to improve listening skills.

PROCEDURE: The teacher should make a sound like a baby chick and then make a sound like a mother hen. The children should identify which one is the baby and which one is the mother. Repeat the activity, using other animal sounds and pointing out the differences between the adult and baby sounds. Allow individual children to make sounds which the teacher tells them. Use sounds that already have been presented.

MATERIALS: none

SKILL AREA: Motor

LANGUAGE EMPHASIS: To strengthen understanding and use of new vocabulary, specifically emphasizing descriptive words (such as "fluffy").

PROCEDURE: On a piece of colored construction paper, draw the outline of a baby chick. Let the children glue cotton balls inside the outline to make the body of the chick. Use two sizes of cotton balls, smaller ones for the head and larger ones for the body. With a big paintbrush, paint the cotton balls with yellow tempera paint using a dabbing motion. After it is dry, a face can be drawn on the head with a small black magic marker.

MATERIALS: cotton balls, yellow tempera paint, felt tip markers, glue

TOPIC: Farm

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To emphasize the concepts of wet/dry, soft/hard; to enhance problem solving skills.

PROCEDURE: Let the children crack eggs into a bowl, feel the cracked eggs, and discuss how an egg feels--hard outside, soft inside. Let each child take a turn stirring the eggs to mix. Scramble the eggs if possible and let the children taste them. Discuss the color and texture changes which have occurred. Also have boiled eggs for the children to peel and cut in half with help from the teacher. Discuss differences in the boiled egg (hard, dry), scrambled egg (soft, moist), and raw egg (soft, wet). Discuss the parts of the raw egg (white, yoke, shell).

MATERIALS: eggs, stove, mixing bowls, spoons, pan

SKILL AREA: Readiness: Pre-Writing

LANGUAGE EMPHASIS: To reinforce and expand vocabulary associated with farm animals.

PROCEDURE: Prepare a ditto for path tracing. On the left side of the paper draw an animal and on the right draw its house, e.g., cow/barn; horse/stall; pig/stye; dog/dog house; chicken/coop. Draw a path (two horizontal lines approximately three inches apart) from the animal to its house. The children must draw a line from the animal to the house, staying within the boundaries of the lines. Make the path simple for young children and more complicated for older children, i.e., lines straight and three inches apart for three-year-olds and early four-year-olds or those with little paper/pencil experience; lines may be curved or angled and two or one inches apart for older four- and five-year-olds.

MATERIALS: dittos with paths, crayons

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize part-whole relationships and the concept of big/little.

PROCEDURE: Let the children break egg shells into small pieces (use egg shells from the previous activity). Give each child a ditto on which an animal outline has been drawn. Put glue on the outline and place the eggshell pieces on the glue to form the animal's coat. Referring to the egg shell, discuss the concept of a whole piece to parts and large pieces to small pieces.

MATERIALS: dittos or plain paper with outline of animals, egg shells, glue

UNIT: Animals

TOPIC: Pets

VOCABULARY:

animal
plant
fish
dog
cat
bird
horse
pig
bush
tree
flower
grass
noisy
quiet
heavy
light
crave
pet
canary
turtle
parakeet
gold fish
guppy
hamster
gerbil
rabbit
pony
exercise
groom
brush
comb
cage
leash
collar
vaccinate
veterinarian
animal hospital/clinic
soft
furry

TOPIC: Pets

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept of animals.

PROCEDURE: Define animals as any living thing that is not a plant. Discuss the many different animals and plants. Have pictures of a representative sample of animals/plants and have the children determine whether each picture is an animal or a plant.

MATERIALS: pictures of animals: bird, fish, dog, cat, horse, cow, monkey, lion; pictures of plants: tree, bush, grass, etc.

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To increase vocabulary by teaching the names of specific animals.

PROCEDURE: Introduce this activity by telling the children, "We're going to play a thinking game. We're going to find an animal for each letter of the alphabet. A could be for alligator, or anteater." Present a large letter A and show a picture of one or more of the above animals. Continue with the other letters.

MATERIALS: large letters of the alphabet, pictures of at least one animal for each letter

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the concept of same; to reinforce the names of animals.

PROCEDURE: On a ditto, arrange rows of various animals pictures. Draw four animals in each row with two of them being identical. Have the children circle the two animals in each row that are alike or the same.

MATERIALS: ditto, crayons

EXTENDED ACTIVITIES:

SKILL AREA: Motor

LANGUAGE EMPHASIS: To reinforce vocabulary associated with animals.

PROCEDURE: Give the children magazines and have them tear or cut out pictures of animals. Have them paste the pictures on construction paper to form an "Animal Booklet". When all the animals have been pasted on, attach the pieces of construction paper with brads or yarn. For older children, the booklet can be divided into categories such as pets, farm animals, zoo animals, etc.

MATERIALS: magazines, scissors, paste, construction paper, yarn or brads

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To increase descriptive vocabulary; to improve auditory association; to emphasize action words.

PROCEDURE: Lead a discussion on how different animals move. Accompany the discussion with a picture for each animal. After naming each animal and its movement, ask questions such as "What animal swims?" Always repeat the answer and question in a statement, i.e., "A fish swims", then select a child to imitate the movement. Use the following actions: fly, walk, trot, gallop, crawl, slither, hop/jump, climb, swing, dig, etc.

MATERIALS: pictures of animals

TOPIC: Pets

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To introduce the concept of pets.

PROCEDURE: Read or tell a story about a child acquiring a pet. Ask the children if any of them have pets. Then ask "What is a pet?". Help the children define the concept in their own words but convey the idea that pets are special animals that are tame and kept at home. Have pictures of various pets to name and discuss.

MATERIALS: story about pets, picture of pets

SKILL AREA: Readiness: Pre-Reading and Pre-Writing

LANGUAGE EMPHASIS: To reinforce the names of animals in the pet category.

PROCEDURE: Use a recipe for butter or sugar cookies. Roll out the dough and use animal cookie cutters to make animal shapes. Raisins, colored sugar, or frosting may be used to decorate the cookies. Allow the children to cut out the cookies and identify their "cookie pet". Cook, cool and frost. Serve at snack time.

MATERIALS: animal-shaped cookie cutters, pre-mixed cookie dough, utensils

SKILL AREA: Motor

LANGUAGE EMPHASIS: To enhance verbal expression; to increase awareness of writing and reading.

PROCEDURE: Have each child bring in a picture or something related to his pet. (Children without pets can use a friend's pet.) Taking turns, the children should be allowed to tell about his pet and how he takes care of it. During each child's presentation and the discussion which follows, the teacher should print a brief summary of the child's story on a large piece of paper, then read it to the class. The children can take their stories home.

MATERIALS: pictures of pets, paper, magic marker

EXTENDED ACTIVITIES:

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize body parts; to emphasize part/whole relationship.

PROCEDURE: On dittos, draw the outline of a pet. Pre-cut the body parts to fit the animal outline. Have the children paste these body parts to the appropriate spaces on the ditto to complete the picture of the pet. Have the children name the body parts as they paste them in place. Emphasize that the parts form the whole picture.

MATERIALS: ditto with animal outline, pre-cut body parts, paste

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

1. Play "Animal Alphabet" (Golden Reocrds, LP 244, 250 W. 57th St., N.Y., N.Y. 11019) during a listening period.
2. Sing "Bingo" with the children.

Bingo

There was a farmer who had a dog
And Bingo was his name-Oh,
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
And Bingo was his name-Oh

(Continue to repeat the verse, leaving off a letter in the name each time and substituting a clap for the letter. In other words, B-I-N-G- clap, etc., B-I-N- clap-clap, etc. until you are not spelling any letters but only clapping for each missing letter. Encourage the children to sing and clap with you.)

TOPIC: Pets

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To increase vocabulary; to introduce concepts surrounding the care of pets.

PROCEDURE: Discuss with the children the type pets that live on a farm, in an apartment, etc. Explain the reason why different living situations demand different pets. Discuss pet care such as feeding, sleeping, grooming, loving, etc.

MATERIALS: pictures of children caring for pets

SKILL AREA: Readiness: Pre-Reading and Pre-Writing

LANGUAGE EMPHASIS: To emphasize the names of body parts.

PROCEDURE: Have dittos prepared showing one complete animal and two animals which are incomplete (missing tail, leg, ear, etc.). Have them name the body parts as they complete the pictures.

MATERIALS: dittos, crayons

SKILL AREA: Motor

LANGUAGE EMPHASIS: To strengthen vocabulary, specifically adjectives (furry, soft).

PROCEDURE: Using toilet paper rolls, pipe cleaners, cotton balls, and pre-cut ears, noses and eyes, assist the children in making a dog or a cat from these materials.

MATERIALS: glue, toilet paper rolls, pipe cleaners, cotton balls, paper ears, noses, eyes, paste

UNIT: Animals

TOPIC: Zoo

VOCABULARY

- zoo
- wild
- tame
- zookeeper
- cage
- elephant
- giraffe
- donkey
- horse
- bear
- snake
- bird
- hippopotamus
- alligator
- crocodile
- turtle
- mountain goat
- goat
- leopard
- tiger
- lion
- kangaroo
- zebra
- chimpanzee
- monkey
- rhinoceros
- camel
- balloon
- popcorn
- peanuts
- feeding
- playful
- large
- small
- big
- little
- short
- tall
- baby
- head
- trunk
- beak
- leg
- tail
- body
- paw

TOPIC: Zoo

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To improve auditory memory; to introduce the animals associated with the zoo.

PROCEDURE: The teacher should tell or read a story about the zoo. If a story is told, pictures should be used to introduce the animals. Flannel figures of animals can be used to tell a flannel board story about the zoo.

MATERIALS: book about a trip to the zoo, pictures or flannel figures and other items associated with the zoo, flannel board (if flannel animals are used)

SKILL AREA: Readiness: Pre-Reading

LANGUAGE EMPHASIS: To enhance auditory memory.

PROCEDURE: Place zoo animals (toys or pictures) on the table. Name and discuss each toy/picture. When a child closes his/her eyes remove an animal, then have the child identify the missing animal. To increase difficulty, remove more than one animal.

MATERIALS: plastic zoo animals or pictures of animals

SKILL AREA: Motor

LANGUAGE EMPHASIS: To increase verbal expression.

PROCEDURE: On a long sheet of butcher paper, let each child draw a picture so that the end result is a zoo scene (cages, trees, benches, plants, sun, clouds, etc.). The teacher should have a picture of a zoo scene so the children will have a guide but not necessarily to copy. Let each child choose the part of the mural he/she wants to draw. Have the children cut pictures of animals from magazines or books and glue them on to the zoo scene. Hang the mural on the wall so the children can admire their work. Be sure to hang it low enough so it is at the children's eye level.

MATERIALS: butcher paper, crayons, magazines, scissors, picture of zoo scene as model

EXTENDED ACTIVITY:

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach identification of action verbs, e.g., running, walking, jumping; to enhance listening skills.

PROCEDURE: Pin an animal picture on each child. The child should pretend to be the animal and perform the action named by the teacher. In some cases, the teacher may need to demonstrate the action before the child imitates. The child must then tell what animal he/she is and what he/she is doing, e.g., "I am a deer and I am running." To make the activity more difficult, pin the same animal picture on several children. The teacher then gives a command such as "All the deer run ," "All the bears crawl," or "All the tigers jump." The children tell what they are doing and check to see that all like animals did the same action.

MATERIALS: pictures of zoo animals, pins

TOPIC: Zoo

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach identification of Zoo animals; to teach the names of zoo animals.

PROCEDURE: Using pictures or plastic models, the teacher should name each animal and have the children imitate the name. The teacher will place several of the toys or pictures on the table and, as he/she calls out the name of the animal, a child will identify it by pointing. The teacher will later have the children name the animal when asked "What is this?".

MATERIALS: plastic zoo animals or pictures of zoo animals

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To teach the concepts of same/different; to emphasize the prepositional concepts of beside, below, above, behind, on top of.

PROCEDURE: Place a felt animal on the flannel board. The children must find one that is the same (alike) and place it beside the one already on the flannel board. The teacher asks, "Are these the same?". After the children understand the concept of same, introduce the concept of different. The teacher places two different animals on the board and discuss why they are different or "Do they look the same?" The children must find a felt animal that is different and place it on the board. The child should later be able to respond correctly to the question, "Are they the same or different?". Initially, use the terms "alike" and "not alike." When the children have learned the concepts, increase the difficulty by having them place an animal that is the same or one that is different beside, behind, in front of, above, under, the animal on the flannel board.

MATERIALS: flannel board, two sets of identical felt animals

SKILL AREA: Motor

LANGUAGE EMPHASIS: To improve tracing skills; to reinforce the vocabulary introduced in the unit.

PROCEDURE: Have the children trace stencils of zoo animals. When completed, place glue on each outline and place unpopped corn, grits, popped corn, macaroni, etc. on the outline to form the picture. Have the children name each zoo animal.

MATERIALS: stencils of zoo animals, pencils or crayons, glue, material to glue on animal outline

TOPIC: Zoo

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach where each animal lives (in natural setting, e.g., tree, cave, mountain, etc.), what each eats (i.e., fish, grass, hay, birds, etc.), what is different about each (i.e., stripes, spots, fur, tail, etc.)

PROCEDURE: Present a picture of a house, and a person eating. Place an animal on the table and have each child name the animal. Have pictures of the individual animal homes and the foods they eat. The teacher names and discusses the appropriate house and food for each animal. The children place the house under the picture of the house and the food under the picture of the animal eating. Discuss what is unique about each animal. The children should later be able to select the correct food for the animal and the correct house for the animal when the animal is presented. Finally, the children should be able to tell what each animal eats, where he lives, and what makes each animal special--"unique".

MATERIALS: pictures of zoo animals, foods they eat, houses they live in

SKILL AREA: Readiness: Pre-Reading and Pre-Writing

LANGUAGE EMPHASIS: To emphasize part/whole relationships; to strengthen vocabulary (i.e., animal names, body parts).

PROCEDURE: Draw animals with missing body parts. Have the children identify which part is missing and let them draw in the missing part. The animals can be drawn on a chalkboard and erased as completed or drawn on dittos.

MATERIALS: ditto of animals with missing body parts, pencils or crayons, chalkboard and chalk if preferred

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize the names of body parts; to emphasize the concepts of front, middle, back (end).

PROCEDURE: Draw the outline of an elephant on one ditto. On another draw separate parts of the elephant's body. Have the children cut out the body parts of the elephant (e.g., head, trunk, legs, tail, body) and paste in the appropriate place on the outline.

MATERIALS: ditto of elephant outline, traced elephant body parts (e.g., head, hooves, trunk, legs, tail, body), scissors, glue

EXTENDED ACTIVITY:

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To teach identification and naming of the colors red, blue, green, yellow, orange, brown; to emphasize rote counting skills; to emphasize the concept of a circle.

PROCEDURE: Draw a big leopard without spots. Let the children add spots when told, "Give me a red spot", "Give me a blue spot", etc. If they correctly select the named color, then glue the spot on the leopard. After the children can identify the colors by this method, the teacher should point to a color and have the child name it. If identified correctly, the child can glue the spot on the leopard. This activity also can be done individually with each child having his own leopard. Have the children count the spots when the picture is completed. Also discuss the concept of a circle.

MATERIALS: drawn leopard without spots, multi-colored circles, glue

TOPIC: Zoo

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To teach identification of the prepositions on, in, under, beside, behind, over, between.

PROCEDURE: Make a cage from a shoe box and place the animals in, on, beside the cage to indicate prepositional concepts. Initially have the children identify by pointing (e.g., "Show me the animal beside the cage," "....in the cage.").

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Then have the children identify where the animal is when the teacher asks "Where is the lion?", etc.

MATERIALS: shoe box cage, plastic animals

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To teach the concepts of big/little or tall/short.

PROCEDURE: Have big/little or tall/short animals drawn or cut from felt or magazines. Show pictures of a big versus a little animal and discuss why there is a difference. Have the children discuss how they are big as compared to babies, flowers, etc. Place two pictures in front of the child and have him/her identify by pointing to which is the big one. After correctly identifying by pointing, have him/her identify by naming, e.g., "The lion is big." Use this same procedure to teach little. Do not introduce tall/short until the children know big/little. Introduce short and teach that concept before introducing tall or vice versa.

MATERIALS: pictures of animals to represent big/little or tall/short

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize counting skills.

PROCEDURE: Have lines drawn on paper to guide the children in cutting the paper into strips. Have them glue the strips across the top of an open shoe box. When set up on its side the shoe box then becomes an animal cage. The children should count the strips on their shoe boxes.

MATERIALS: shoe boxes, scissors, paper with lines drawn to indicate cutting edges, glue

TOPIC: Zoo

SKILL AREA: Language/Cognition

LANGUAGE EMPHASIS: To enhance listening skills; to improve auditory memory.

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PROCEDURE: Draw stripes on a paper bag to make it look like a cage. Put two animals in the "cage". Name the animals as they are placed in the cage. The children can get the animals out of the cage by remembering the names of the animals. Increase the difficulty by adding more animals.

MATERIALS: paper bag, plastic animals

SKILL AREA: Readiness: Pre-Math

LANGUAGE EMPHASIS: To emphasize the concepts big/little or tall/short.

PROCEDURE: Have the children cut out magazine pictures to show big/little animals. At the top of the page write BIG (big) and little (little). Have the children glue the big animals under the word BIG and the little animals under the word little. Be sure to make the word "big" BIG and the word "little" small. This is another means of teaching the concept. Also make a notebook to emphasize tall/short. Write TALL and short and proceed as with big/little.

MATERIALS: pictures of animals to represent big/little or tall/short, paper with big/little or tall/short printed across the top, glue, scissors

SKILL AREA: Motor

LANGUAGE EMPHASIS: To emphasize prepositional concepts; to enhance verbal expression.

PROCEDURE: Let the children form play dough animals to place in the cages made earlier. Cut a flap in the back of the cage so the children can put the animals in and take them out. Discuss body parts, unique characteristics of each animal, etc. Let each child describe his/her animal to the others.

MATERIALS: shoe box cages, play dough

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APPENDICES

APPENDIX A

PEDIATRIC LANGUAGE LABORATORY PROGRESS CHART

Child's Name:______________________

Self-Help: Social

	Can't Do	Can Do
12-18 Months		
1. Reaches for familiar persons		
2. Follows simple commands or instructions		
3. Feeds with fingers		
4. Pulls off socks		
18-24 Months		
1. Drinks without much spilling		
2. Unzips zipper		
3. Picks up and puts away toys with help		
4. Holds spoon and gets food to mouth		
5. Indicates toilet needs		
6. Plays with other children (parallel)		
24-30 Months		
1. Spoon feeds without spilling		
2. Remains dry during day		
3. Puts on and takes off simple garment		
4. Pulls down pants at toilet-seldom able to replace		
5. Eats solid food with fork		
6. Plays interactive games such as tag		
30-36 Months		
1. Buttons one button		
2. Dries own hands		
3. Puts on coat or dress unassisted		

	Can't Do	Can Do
4. Helps put things away with reminder		
5. Enjoys field trips		
6. Observes other children at play and joins in for a few minutes		
36-48 Months		
1. Spreads with knife		
2. Cuts with knife		
3. Washes and dries face and hands unaided		
4. Takes care of self at toilet		
5. Buttons coat or dress		
6. Replaces parallel play with cooperative play		
7. Understands taking turns		
8. Enjoys floor play with toys (alone or with others)		
9. Unbuttons accessible buttons		
10. Pours well from pitcher		
48-60 Months		
1. Laces shoes (not tie)		
2. Cuts with knife		
3. Buttons 4 buttons		
4. Plays competitive exercise game		
5. Enjoys dressing up in adult clothes		
6. Shows concern and sympathy for playmates, pet, etc.		
7. Picks up with no coaxing		
60-72 Months		
1. Ties shoe lace		
2. Appreciates the meaning of clock time in relation to daily program		

	Can't Do	Can Do
3. Plays simple table games		
4. Cooperates with companions		
5. Understands needs for rules and fair play		
Fine Motor		
12-18 Months		
1. Holds crayon functionally but not necessarily correctly		
2. Puts 3 or more blocks in a cup		
3. Builds tower of 2 blocks		
4. Turns pages of books two or three at a time		
5. Turns a knob (radio, door, etc.)		
18-24 Months		
1. Throws a small rubber ball		
2. Builds a tower of four to five blocks		
3. Unwraps a piece of candy		
4. Strings three one inch beads		
5. Turns pages of a book one at a time		
6. Rolls, pounds, squeezes and pulls clay		
7. Places a circle, square and triangle in the form board after four trials		
8. Imitates circular strokes (well defined space, even though oval in shape)		
24-30 Months		
1. Folds a piece of paper once after demonstration		
2. Imitates vertical and horizontal crayon strokes from example		
3. Paints strokes, dots, and circular shapes		

	Can't Do	Can Do
4. Imitates "V" or "H" crayon strokes from example		
30-36 Months		
1. Builds tower of eight blocks		
2. Cuts with scissors functionally but not necessarily easily or correctly		
3. Holds crayon with fingers appropriately in pincer grasp		
4. Hammers wooden pegs in the workbench		
5. Builds tower of nine cubes		
6. Strings four beads (beads are at least 1/2 inch and they must match two different colors of the same shape)		
7. Copies a circle from an example (circle does not have to be exact). Allow 3 trials. Pass any enclosed form.		
8. Builds tower of 10 or more cubes		
36-42 Months		
1. Copies "V", "H" and "T"		
2. Builds or puts things together requiring small muscles (Tinkertoys, etc.)		
42-48 Months		
1. Traces a diamond		
2. Uses scissors but does not necessarily follow lines. Cuts paper in two pieces with scissors. Two trials.		
3. Draws a simple recognizable house		
48-54 Months		
1. Catches a rolled ball; catches an 8" to 10" ball when thrown from 5 feet away (with arms flexed) Three trials		
2. Copies a cross (three trials). Prints simple words.		
3. Draws a 3 part man from example (head, trunk, legs)		

54-60 Months	Can't Do	Can Do
1. Copies a star from example		
2. Holds paper with other hand in writing		
3. Prints capital initials of own name		
60-72		
1. Learns to lace shoes		
2. Copies a triangle		
3. Draws a simple house with door, window, roof and chimney		
4. Prints first name		
5. Writes a few letters spontaneously		
6. Draws recognizable man with head, trunk, legs, arms and features		
7. Prints numbers 1-5		
8. Copies diamond		
Gross Motor		
12-18 Months		
1. Crawls rapidly on all fours		
2. Walks alone		
3. Rises from sitting to standing position without support		
4. Throws a ball		
5. Walks sideways (placing one foot to the side and then placing the other beside it)		
6. Walks backwards		
7. Stands on right foot with help		
18-24 Months		
1. Runs well with only occasional falling		
2. Tries to stand on walking board		
3. Walks down stairs (hands held)		

	Can't Do	Can Do
4. Squats to play, balancing without hand support		
5. Pushes and pulls large toys, boxes, etc. around floor		
6. Jumps in place		
24-36 Months		
1. Walks on line with both feet		
2. Throws ball overhead		
3. Stands on left foot alone		
4. Kicks large ball		
5. Walks on tiptoe with demonstration		
6. Balances momentarily on walking or balancing board with both feet		
36-48 Months		
1. Balances on one foot for five seconds		
2. Jumps from an elevation of approximately six inches, both feet should be in the air (demonstration)		
3. Walks up and down three steps without support, alternating feet		
4. Runs		
5. Catches a bounced ball		
6. Hops at least twice on one foot without support, in place or not (demonstration)		
7. Balances on one foot for 10 seconds		
48-60 Months		
1. Jumps at least two inches high from crouched position		
2. Walks with one foot directly behind other and touching		
3. Generally catches large ball with elbow flexed		

	Can't Do	Can Do
60-72 Months		
1. Runs lightly on toes		
2. Can skip on alternate feet		
3. Dances to music		
4. Hops 2-3 yards forward on each foot separately		
5. Balances on toes with feet together and heels off the ground for ten seconds without support (demonstrate and allow 3 trials)		
Cognition		
12-18 Months		
1. Looks in correct place for toys which roll out of sight		
2. Imitates putting objects in box		
3. Understands and follows simple commands		
4. Points to one named body part		
18-24 Months		
1. Points to 3 body parts (hair, eyes, nose)		
2. Follows 2 of 3 directions		
3. Points to parts of doll (hair, eyes, mouth, feet, nose, hands) one at 18 mos., three at 20 mos.		
4. Attempts to sing		
5. Places round and square forms in formboard		
6. Puts large pegs in pegboard		
24-30 Months		
1. Knows concept of one as opposed to many		
2. Understands 2 prepositions		
3. Completes 3 shapes in a formboard		
4. Counts 2 objects		

	Can't Do	Can Do
5. Points to 6 parts of doll		
6. Refers to self by name		
7. Discriminate 2 of 3 (box, cup, plate)		
30-36 Months		
1. Matches color to sample		
2. Groups things together by color, shape, form or size		
3. Stacks 5 rings on peg by size		
4. Knows concept of 1 when asked for 1		
5. Repeats 2 digits in sequence		
6. Knows full name		
7. Understands 3 prepositions		
8. Names one color (red)		
9. Answers correctly "Are you a boy or girl?"		
10. Points to teeth and chin		
36-48 Months		
1. Matches to samples circle, square, triangle		
2. Makes circle out of 2 half circles after demonstration		
3. Match to sample pictures of animals (lotto)		
4. Discriminates big and little		
5. Discriminates long and short		
6. Concept of 1 and 1 more		
7. Puts together 7 piece puzzle		
8. Repeats 3 digits in sequence		
9. Counts 3 objects		
10. Sorts buttons of 2 different colors		
11. Points to tongue, neck, arm, knee, thumb		

	Can't Do	Can Do
48-60 Months		
1. Names pictures of items removed from view (3 pictures)		
2. Selects 2 identical pictures out of 3		
3. Adds 2 parts of an incomplete man		
4. Uses bigger, slower, heavier correctly on request		
5. Completes opposite analogy statements after explanation of task (Brother is a boy, sister is a)		
6. Counts 4 objects		
7. Works 12 piece puzzle		
8. Recognizes and names common coins		
9. Compares textures		
10. Gives home address		
11. Can tell pictorial likenesses and differences		
12. Recognizes a few letters		
60-72 Months		
1. Can form rectangle from 2 triangular cards (modeled)		
2. Copies 3 designs (ex. //, +, L, ☐, △, ◇)		
3. Uses softly and loudly correctly		
4. Touches the middle in a row of 5 blocks		
5. States number of wheels a car has		
6. Touches first, then last block in row of 5 blocks on request		
7. Learns left from right		
8. Counts 6 objects when asked how many		
9. Knows birthday and age		
10. Names 4 primary colors and matches 10 or 12 colors		
11. Tells which is bigger when asked, "Which is bigger, a cat or a mouse?"		

Expressive Language

	Can't Do	Can Do
12-18 Months		
1. Uses one word other than "ma-ma", "da-da", e.g., bye, all gone, up, baby, dog, car		
2. Repeats or imitates what others have said; echolalic		
3. Indicates wants by pointing and vocalizing by crying or jargon		
18-24 Months		
1. Uses words to make wants known, asks for at least 2 things by appropriate words ("no", "more", "gimmie"); beginning to use two word statement.		
2. Responds with names of object and people when questioned, "What's this?", "Who's this?"		
24-30 Months		
1. Refers to self by name; uses plurals with objects		
2. Beginning to use pronouns "mine","me","you", & "I"		
3. Asks "What's this?" "What's that?" "Go bye-bye?"		
4. Names of things, persons, actions, & situations predominate		
30-36 Months		
1. Uses 2-3 prepositions; recites a few nursery rhymes		
2. Uses negative statement "I not go!"		
36-48 Months		
1. Mean length of sentence 4.1 to 5.4		
2. Tell action in pictures		
3. Expresses physical needs. "What do you do when you are _____" a. hungry b. sleepy c. cold		
4. Relates experiences and describes activities, e.g., "I went to the store with mama." or answers "What did you do at school today?"		
5. Names his own drawings		
6. Knows some opposites a. Brother is a boy, sister is a _____ b. Father is a man, mother is a _____		

	Can't Do	Can Do
7. Refers to self as "I"		
8. Gives sensible answers to function of objects, What do we wear on our foot?", "Why do we have stoves?"		
48-60 Months		
1. Mean length of sentence is 5.4 to 5.7		
2. Gives full name, home address, age, birthdate		
3. Uses complex and compound sentences		
4. Uses pronouns of the appropriate gender		
60-72 Months		
1. Mean length of sentence 5.7 to 6.6 words		
2. Makes some grammatical errors, but corrects them spontaneously		
3. Can sequence 3-5 pictures and tell a story		
4. Answers speculative questions about everyday experiences, e.g., "What would happen if ...?"		
Receptive Language		
12-18 Months		
1. Localizes to sound		
2. Points to named objects		
3. Imitates gestures		
4. Follows simple commands involving familiar objects		
5. Recognizes family members		
6. Responds appropriately to "no"		
18-24 Months		
1. Points to 3 body parts		
2. Follows 1 stage commands using familiar objects		

	Can't Do	Can Do
3. Performs actions on command		
4. Points to vocabulary objects by name		
5. Makes appropriate motoric response to sound		
24-30 Months		
1. Points to pictured objects and actions		
2. Demonstrates motorically 3 prepositions (in, on, under)		
3. Listens to 3-5 minute story		
4. Follows 2 stage commands		
5. Discriminates difference between adjectival objects (big/little, soft/hard)		
6. Associates sound with object		
30-36 Months		
1. Understands concept of "one"		
2. Matches picture to sound		
3. Formulates a negative judgement (a fork is not a spoon)		
4. Identifies vocabulary by function		
36-48 Months		
1. Points to pictures depicting prepositions		
2. Recognizes pictures of time (e.g., night time)		
3. Comprehends empty and full		
4. Distinguishes parts of a whole (e.g., Where are the wheels of the car?)		
5. Groups objects (e.g., animals, toys, etc.)		
6. Remembers two auditory signals or commands not necessarily in sequence		
7. Remembers two visual stimuli not necessarily in sequence		

	Can't Do	Can Do
8. Demonstrates knowledge of difference between dissimilar sounds		
48-60 Months		
1. Identifies three colors		
2. Touches pictures designated by distinctive characteristics		
3. Demonstrates understanding of abstract words (e.g., hunger, fear, sleepy)		
4. Follows simple 3 stage commands		
5. Identifies shapes (△, □, ○)		
6. Comprehends right and left		
7. Understands number concepts to 5		
8. Attends to stories for 5-10 minutes		
9. Demonstrates understanding of likenesses and differences		
60-72 Months		
1. Distinguishes weight differences		
2. Knows 8 body parts (head, arm, hand, knee, heel, palm, chin, eyebrows, little fingers, elbow)		
3. Learns to point to simple words (i.e., own name)		
4. Imitates rhythm produced by examiner (up to 4 taps)		
5. Categorizes community helpers with their associated objects		
6. Associates words that begin with the same initial consonant		
7. Comprehends directional commands (i.e., put your left hand on your left knee)		
8. Understands number concepts to 12		
9. Performs an activity consisting of up to 5 sequential parts (fold letter, put in envelope, seal envelope, address envelope, put on stamp)		

	Can't Do	Can Do
10. Differentiates and responds to a given target sound in a group of sounds (jumps up only when a bell rings when other sounds are given also)		

APPENDIX B

Hierarchy for Teaching Basic Vocabulary

1. Match object to object.
   Use the phrases "show me" or "give me" or "find".

2. Find the object when teacher names the object.

3. Match the object to a picture.

4. Match a picture to a picture.

5. Find the picture when named by the teacher.

6. Find the object when teacher tells the function.

7. Find the picture when teacher tells the function.

8. Imitate the name of the object or picture.

9. Name the object or picture when asked by the teacher "What is that?" Accept answers such as one-word answers, "Car", "It's a car", "That's a car", etc.

10. Have child tell the function of the object when the teacher asks "What does he/she do?" or "What do you do with this?".

APPENDIX C

Hierarchy for Teaching Colors

ORDER OF TEACHING COLORS

1. Primary colors: red, blue, yellow
2. Green
3. Orange
4. White
5. Black
6. Brown
7. Purple
8. Pink

METHOD

This is a *basic* outline of the method for teaching colors. Various activities appropriate to each level should be utilized.

I. Receptive

   A. Matching colors utilizing objects

      1. Have several blocks in primary colors on the table. Hold up a red block.
         Teacher: "This is a *red* block." "Red block." "Show me a block that looks like this one." or "Pick up a block that looks like this one."
         Child: Picks up *red* block.
         Teacher: "Good. Chris has a *red* block and I have a *red* block."

      2. Introduce another primary color using matching blocks or other colored objects.

      3. Have circles in primary colors on the floor. Hold up a blue circle.
         Teacher: "This is a *blue* circle. Find a circle that looks like this one."
         Child: Picks up blue circle.
         Teacher: "Good. Carrie has a *blue* circle and I have a blue *circle*."

      4. Use other shapes and colors.

   B. Matching objects to pictures

      1. Hold up a picture of a yellow shirt.
         Teacher: "This is a *yellow* shirt. Who has on a shirt that looks like this one?"
         Children answer.

      2. Use other pictures and objects found in the room or children's clothing.

C. Utilize pictures

1. Hold up a picture of a red ball.
   Teacher: "Here is a red ball. Where is another red ball?"
   Child picks picture of red ball from two or three pictures on the table.
   Teacher: "Good. You have a picture of a red ball."

D. Discrimination

1. Have 3 colors of blocks.
   Teacher: "Bring me a yellow block."

2. Show the child 2 or 3 pictures such as a blue boat, red boat, yellow boat.
   Teacher: "Show me the red boat."

3. Use other pictures and colors.

II. Expressive

A. Utilize child's body

1. Teacher: "What color is your shirt?" or "What color is Doug's shirt?"
   Children: "Red".

B. Objects

1. Teacher: "What color is the block?"
   Child: "Blue."
   Teacher: "Good. It's a blue block."

2. Use objects found in the room. Have children name the color.

3. Have children identify colors of fruits. (banana, apple, orange, pear, etc.)

4. Use other objects and colors.

C. Pictures

1. Present a picture to the child.
   Teacher: "What color is the girl's dress?"
   Child: "Yellow."
   Teacher: "Good. She has on a yellow dress."

2. Use other pictures and colors.

APPENDIX D

Hierarchy for Teaching Prepositions

ORDER OF TEACHING PREPOSITIONS

1. in
2. on
3. under
4. up
5. around
6. beside
7. down
8. behind
9. over
10. through
11. inside
12. outside
13. between
14. above
15. below

METHOD

This is a basic outline of the method for teaching prepositions. Various activities appropriate to each level should be utilized.

I. Receptive

A. Matching-utilize body parts

1. Teacher: "I will put my hand on the table." (demonstrate)
   To child: "Put your hand on the table."
   If child has difficulty, take his hand and place it on the table, saying "Your hand is on the table." "On the table."

2. Teacher: "I will put my hand on my head." (demonstrate)
   "Put your hand on your head."
   "Your hand is on your head."

3. Teacher: "I will put my hand on the floor." (demonstrate)
   "Put your hand on the floor."

4. Teacher: "I will put my foot on the box."
   "Put your foot on the box."
   "Your foot is on the box."

5. Use other body parts in commands.

6. Play "Simon Says" with the children. Use sentences you have introduced previously. Do not model the command.

B. Matching objects and pictures

1. Place an object which is familiar to the child on the table.
   Teacher: "Put the block on the table." Pick up the block and put it on the table, verbalizing the sentence again.

2. Give the child the block.
   Teacher: "Put the block on the table."
   "Good. The block is on the table."

3. Give the child the block. Show the child a picture of a block on the table.
   Teacher: "Make your block look like this block."

4. Give the child a picture of a block on the table. Have 2 or 3 other pictures on the table, one of which matches the child's picture.
   Teacher: "Find the picture that matches your picture." "Good. Your picture is a block on the table and this picture is a block on the table."

5. Use other objects and put them on different items in the room.

C. Discrimination

1. Show child 2 or 3 pictures.
   Teacher: "Show me the block on the table." or "Pick up the block on the table."

2. Use other pictures demonstrating on.

II. Expressive

A. Utilize body parts

1. Teacher: "Stand on the block."
   "Where are you standing?"
   Child: "On the block."
   Teacher: "Where is Billy standing?"
   Children: "On the block."

B. Objects

1. Put the block on the table.
   Teacher: "Where is the block?"
   Child: "On the table."

2. Give the child the block.
   "Where will you put the block?"
   Child: "On the table."

3. Use other objects and let the child put them on the floor, on his leg, etc.

C. Pictures

1. Show the child a picture.
   Teacher: "Where is the block?"
   Child: "On the table."

2. Introduce other pictures demonstrating on.

APPENDIX E

Hierarchy for Teaching Body Parts

ORDER OF TEACHING BODY PARTS

1. head--eyes, ears, nose, mouth, chin, hair
2. tummy
3. arms
4. legs
5. hands
6. feet
7. fingers
8. toes
9. elbow
10. knee
11. ankle
12. wrist

METHOD

This is a *basic* outline of the method for teaching body parts. Various activities appropriate to each level should be utilized.

1. Receptive

    A. Utilize child's body

    1. Teacher: "I will touch my *head*." (demonstrate) "Touch your *head*." or "Put your hand on your *head*."

    2. Introduce other body parts in the same manner.

    3. Play "Simon Says" with the children. Use body parts you have introduced previously. Do not model the command.

    B. Matching body parts and pictures

    1. Show the child a picture of a body part. Teacher: "Find the part of your body that looks like this." "Good. This is an *arm*, and this is your *arm*."

    2. Give the child a picture of a body part. Have 2 or 3 other pictures on the table, one of which matches the child's picture. Teacher: "Find the picture that matches your picture." "Good. You have a picture of a *foot* and here is a picture of a *foot*."

3. Give each child a picture of a different body part. Hold up a picture that matches one of the children's pictures.
   Teacher: "Who has this one?"
   "Good. I have a picture of a hand and you have a picture of a hand."

4. Use other body part pictures and matching activities.

C. Discrimination

1. Show the child 2 or 3 pictures.
   Teacher: "Show me the hand."

2. Use other body parts and have child show you the picture you name.

II. Expressive

A. Utilize child's body

1. Teacher: "Put your hand on your head."
   "What is that?" "Head" or "My head".
   To other children: "What is Terry touching?"
   "Head" or "His head".

2. Use other body parts.

3. Utilize songs that involve body parts.

B. Objects

1. Use a doll. Have children name body parts.

2. Have children dress a doll.
   Teacher: "Where will you put the sock?"
   Child: On the foot."

C. Pictures

1. Show the child a picture of a body part.
   Teacher: "What is this?"
   Child: "Foot" or "It's a foot."

2. Have a large poster board boy/girl with separating body parts. Have an identical cut-out figure that does not have separating body parts.
   Teacher: "We have to put this boy/girl together. We want to make a boy/girl that looks like this one. We need a tummy. I'll put the tummy here. What else do we need?"
   Child: "Arm."
   Teacher: "Good. Put the arm where it belongs. What else does the boy/girl need?"

APPENDIX F

Hierarchy for Teaching Action Verbs

I. **Receptive**

A. Utilize body parts

1. Teacher: "I am walking." (demonstrate)
   To child: "Billy, you do what I'm doing."
   "You are walking."
   To other children: "Billy is walking."

2. Use other action verbs, having children perform the action you demonstrate. Verbalize the action as outlined in A.1.

3. Play a game of "Follow the Leader", verbalizing the action that everyone is performing.
   Teacher: "We are walking."
   "Now we are running."
   "We are sitting."
   "We are eating."

B. Matching pictures to action

1. Present an action picture
   Teacher: "The boy is jumping."
   "Jenny you do what this boy is doing."
   "Good. You are jumping."
   "Jenny is jumping."

2. Give the child an action picture. Have 2 or 3 other pictures on the table, one of which matches the child's picture.
   Teacher: "Find the picture that matches your picture."
   "Good. Your picture is a boy sitting and this picture is a boy sitting."

3. Use other action pictures.

C. Discrimination

1. Show child 2 or 3 action pictures.
   Teacher: "Show me the boy running."

2. Use other action pictures.

II. **Expressive**

A. Utilize body parts

1. Teacher: "Show me running. You do it."
   "What are you doing?"

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Child: "Running." or "I'm running."
Teacher: "What is Leigh doing?"
Children: "Running" or "Leigh is running."

2. Use other action commands.

B. Objects

1. Use toy animals to demonstrate running, walking, etc.
   Teacher: "What is the cow doing?"
   Child: "Running."
   Teacher: "Good. The cow is running."

2. Use other animals and toy people to demonstrate other action verbs.

C. Pictures

1. Show the child an action picture.
   Teacher: "What is the dog doing?"
   Child: "Running."
   Teacher: "Good. The dog is running."

2. Teacher: "Tell me about this picture."
   Child: "The boy is eating."

3. Introduce other action pictures.